

## Andrew Zircher

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**From:** Bryan Warnick  
**Sent:** Monday, December 05, 2011 11:49 AM  
**To:** Eric Anderman; Andrew Zircher; Joe Wheaton  
**Cc:** Jackie Blount  
**Subject:** Re: GSCC Feedback- EPL PhD, EdD, MA, EdS  
**Attachments:** ES PHD (5).docx; EPL\_ES MA (4).docx

Hi all,

Attached are the revised MA and PhD documents. The changes are described in red below.

Bryan

### PhD in EPL

- For all of the proposals from EHE, the GSCC asked that we read-through the proposals again and check that the use of the word “specialization” be consistent. They found that in cases, we used the terms concentration and specialization interchangeably.

**I can't see anywhere that we use the term “concentration” in the PhD proposal. It must be in the supporting materials (letter from the director?)**

- On page 4 of the proposal document (16 of the PDF at the above link), in the PhD oversight paragraph there is a sentence which reads, “Candidacy and dissertation committees should also be involved as the student approaches the candidacy exam.” GSCC asked, aren't dissertation committees formed after candidacy?

**“Dissertation committees” have been eliminated.**

- Also under PhD Program Oversight, the proposal indicates that at the beginning of each year students will receive a checklist of the program requirements. The GSCC was concerned that this meant the requirements could change on students from year to year. Language to indicate that students will be held to the program requirements from their year of entry should be added.

**That language has been added.**

- On page 2 of the proposal document, 16 of the PDF, in the Master's Degree Information section, the last sentence in the last paragraph is missing a period.

**Added.**

- Under Timelines for Reviews on page 6 of the proposal document, 18 of the PDF, number 5 addressing faculty not being able to reach students. GSCC asked if this happens frequently enough to include in this documentation? Given that these documents will eventually be used to seek state-wide approval, the GSCC questions the message this point sends to outside reviewers.

**Point 5 has been eliminated.**

- On page 7 of the proposal document, 19 of the PDF, the lettering should be A, B, C

**Lettering fixed.**

- GSCC gave the example of Cultural Foundations of Education, but also said the following occurs elsewhere in the proposal. The Research Requirement Specifications heading includes “(No additional hours)”. This was confusing to some committee members. They thought additional courses were being required be not counted in the program. They understood after explanation that those hours are part of the core, but suggested that section for each specialization be moved under the “School Core and Research Requirements: 15 hrs” section and that the wording in parentheses be changed to (hours counted in the core) or something similar

**I changed the language to be “hours included in school core research requirement”**

- In Educational Psychology, there is reference to 700 level courses. Please change to 7000

**Changed.**

- The HESA research requirement- the committee commented that this is confusing asked if some wordsmithing could be done to improve.

**It now reads:**

**Research Requirement Specification: (3 hrs beyond school research requirement) Students are required to take 4 of these or other approved doctoral-level courses. At least 1 course must come from each methodology area [“quantitative” or “qualitative”]). Three of these courses (9 hours) may also be used to fulfill the School’s core research methods requirement. Thus, this requirement involves 3 hours of research courses beyond the school requirement.**

**MA in EPL**

- For all of the proposals from EHE, the GSCC asked that we read-through the proposals again and check that the use of the word “specialization” be consistent. They found that in cases, we used the terms concentration and specialization interchangeably.

**Should be good now. Concentrations refers consistently to the level below specialization.**

- GSCC indicated there are some inconsistencies in references to how many specializations there will be, and how many are adding from PAES. In the Unit Restructuring paragraph on page 2 of the proposal, 13 of the PDF, the first paragraph indicates four areas coming from PAES, but there are only 3.

**Fixed to indicate 3 areas.**

- On page 7 of the proposal document, 16 of the PDF, the lettering should be A, B, C

**Fixed.**

- The school transition plan refers to students in their doctoral graduate work- this should be changed to masters

**Changed.**

- The GSCC asked for more definition for the non-thesis option. There are two choices within the non-thesis option- an Action Research Project or Case Study- what is the difference between the two and is the Case Study only available to HESA?

Here is what it now says:

There are three Non-thesis options.

1. Students satisfactorily pass a minimum four-hour examination that has been constructed and evaluated by the student's Master's Examination Committee during the final semester of the student's program.
2. Students complete an "Action Research Project" to be developed in consultation with the student's Master's Examination Committee.
3. Students complete a comprehensive "Case Study" administered by the Section faculty. A case study is a two-week "take-home" exam, equivalent in rigor and scope to the four-hour examination. The emphasis is on synthesizing and applying ideas from the student's program to understand a real-world educational scenario. [Note: Students in the HESA specialization are required to take this option.]

Students must register for a minimum of three hours during the semester they take the examination or the project.

Status: PENDING

**PROGRAM REQUEST**  
Education: Educational Policy & Leadership

Last Updated: Zircher, Andrew Paul  
11/08/2011

**Fiscal Unit/Academic Org** School/Educ Policy&Leadership - D1280  
**Administering College/Academic Group** Education & Human Ecology  
**Co-administering College/Academic Group**  
**Semester Conversion Designation** New Program/Plan  
**Proposed Program/Plan Name** Education: Educational Policy & Leadership  
**Type of Program/Plan** Graduate degree program  
**Program/Plan Code Abbreviation** EDUPL-M  
**Proposed Degree Title** Master of Arts

**Credit Hour Explanation**

| Program credit hour requirements                              |         | A) Number of credit hours in current program (Quarter credit hours) | B) Calculated result for 2/3rds of current (Semester credit hours) | C) Number of credit hours required for proposed program (Semester credit hours) | D) Change in credit hours |
|---|---------|---|--|---|---------------------------|
| Total minimum credit hours required for completion of program |         |   |  | 30  |                           |
| Required credit hours offered by the unit                     | Minimum |   |  | 30  |                           |
|   | Maximum |   |  | 59.5  |                           |
| Required credit hours offered outside of the unit             | Minimum |   |  | 0   |                           |
|   | Maximum |   |  | 0   |                           |
| Required prerequisite credit hours not included above         | Minimum |   |  | 0   |                           |
|   | Maximum |   |  | 0   |                           |

**Program Learning Goals**

Note: these are required for all undergraduate degree programs and majors now, and will be required for all graduate and professional degree programs in 2012. Nonetheless, all programs are encouraged to complete these now.

- Program Learning Goals**
- 1. Students will have a broad understanding of current debates about education on the local, national, and international levels.
  - 2. Students will be aware of the cultural and historical context of education.
  - 3. Students will be able to evaluate and apply educational research, in one or more specialty areas.
  - 4. Students will be prepared for PhD programs in education.

**Assessment**

Assessment plan includes student learning goals, how those goals are evaluated, and how the information collected is used to improve student learning. An assessment plan is required for undergraduate majors and degrees. Graduate and professional degree programs are encouraged to complete this now, but will not be required to do so until 2012.

**Is this a degree program (undergraduate, graduate, or professional) or major proposal? Yes**

**Does the degree program or major have an assessment plan on file with the university Office of Academic Affairs? No**

**DIRECT MEASURES (means of assessment that measure performance directly, are authentic and minimize mitigating or intervening factors)**

**Standardized tests**

- Certification or licensure examinations
- Local comprehensive or proficiency examinations

**Classroom assignments**

- Embedded testing (i.e. specific questions in homework or exams that allow faculty to assess students' attainments of a specific learning goal)
- Pre- and post-testing
- Other classroom assessment methods (e.g., writing assignments, oral presentations, oral exams)

**Evaluation of a body of work produced by the student**

- Practicum, internship or research evaluation of student work
- Portfolio evaluation of student work
- Capstone course reports, papers, or presentations

**Direct assessment methods specifically applicable to graduate programs**

- Research proposals written and grants awarded
- Thesis/dissertation oral defense and/or other oral presentation
- Thesis/dissertation (written document)
- Publications

**INDIRECT MEASURES (means of assessment that are related to direct measures but are steps removed from those measures)**

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**Surveys and Interviews**

- Student evaluation of instruction

**Additional types of indirect evidence**

- Job or post-baccalaureate education placement
- Student or alumni honors/recognition achieved
- Curriculum or syllabus review
- Grade review
- Comparison or benchmarking

**USE OF DATA (how the program uses or will use the evaluation data to make evidence-based improvements to the program periodically)**

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- Meet with students directly to discuss their performance
- Analyze and discuss trends with the unit's faculty
- Analyze and report to college/school
- Analyze and report to accrediting organization
- Make improvements in curricular requirements (e.g., add, subtract courses)
- Make improvements in course content
- Make improvements in course delivery and learning activities within courses
- Periodically confirm that current curriculum and courses are facilitating student attainment of program goals
- Benchmark against best programs in the field

**Program Specializations/Sub-Plans**

If you do not specify a program specialization/sub-plan it will be assumed you are submitting this program for all program specializations/sub-plans.

**Pre-Major**

Does this Program have a Pre-Major? No

Status: PENDING

**PROGRAM REQUEST**  
Education: Educational Policy & Leadership

Last Updated: Zircher, Andrew Paul  
11/08/2011

**Attachments**

- EPL\_ES MA (3) (2).docx: Program Proposal  
*(Program Proposal. Owner: Zircher, Andrew Paul)*
- Director Revision Letter October 2011.pdf: Unit Cover Letter  
*(Letter from Program-offering Unit. Owner: Zircher, Andrew Paul)*
- EDU PL Dean Cover Letter 110711.pdf: Dean Cover Letter  
*(Letter from the College to OAA. Owner: Zircher, Andrew Paul)*
- Education Graduate Programs Schematic.docx: Edu Grad Program Schematic  
*(Other Supporting Documentation. Owner: Zircher, Andrew Paul)*

**Comments**

- Dr. Anderman- please delete "ma pgrm ltr lhead", "Rationale for MA Program", and "Transition Plan MA" *(by Zircher, Andrew Paul on 11/07/2011 09:44 PM)*
- Revision Requested per Andrew Zircher. *(by Soave, Melissa A on 10/19/2011 11:21 AM)*

**Workflow Information**


| Status             | User(s)                                     | Date/Time           | Step                   |
|--------------------|---|---------------------|------------------------|
| Submitted          | Anderman, Eric Mitchell                     | 09/21/2010 02:59 PM | Submitted for Approval |
| Approved           | Anderman, Eric Mitchell                     | 09/22/2010 02:44 PM | Unit Approval          |
| Approved           | Zircher, Andrew Paul                        | 01/22/2011 01:02 PM | College Approval       |
| Approved           | Myers, Dena Elizabeth                       | 01/24/2011 10:19 AM | GradSchool Approval    |
| Revision Requested | Soave, Melissa A                            | 10/19/2011 11:21 AM | CAA Approval           |
| Submitted          | Zircher, Andrew Paul                        | 10/26/2011 10:59 AM | Submitted for Approval |
| Revision Requested | Zircher, Andrew Paul                        | 11/07/2011 09:31 PM | Unit Approval          |
| Submitted          | Zircher, Andrew Paul                        | 11/07/2011 09:40 PM | Submitted for Approval |
| Approved           | Zircher, Andrew Paul                        | 11/08/2011 02:25 PM | Unit Approval          |
| Approved           | Zircher, Andrew Paul                        | 11/08/2011 02:26 PM | College Approval       |
| Pending Approval   | Slotnick, Elliot E<br>Myers, Dena Elizabeth | 11/08/2011 02:26 PM | GradSchool Approval    |



**Office of Academic Affairs**  
172 Arps Hall, 1945 N. High Street  
614 688-4571

**Date:** November 7, 2011

**To:** Randy Smith, Vice Provost for Academic Programs  
Elliot Slotnick, Associate Dean, Graduate School

**From:** Jackie Blount, Associate Dean, EHE Academic Affairs 

**RE:** Revised Semester Conversion Package for School of Educational Policy and Leadership

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I am pleased to present the complete package of semester conversion materials for the School of Educational Policy & Leadership. In response to feedback from the Graduate School Curriculum Committee, the faculty in the School of Educational Policy and Leadership have revised their Ph.D., Ed.D. and M.A. semester program proposals. In what follows, I will outline unique college and school contexts that have shaped this package. I will include tables summarizing constituent programs/courses and describe any other pertinent considerations. Finally, you will find Dean's level approval.

### College Contexts

The College of Education and Human Ecology was formed in 2006 by merging two colleges (Human Ecology and Education). Curriculum across the new college, however, has remained relatively unchanged. Given this situation, we view the semester conversion process as a fresh opportunity to deepen the merger by building curricular collaborations among our units. We also wish to rethink our pre-existing programs and find ways to make them stronger, more coherent, and streamlined.

To these ends, we have asked faculty in our units to purge their curricula of little-used or less-than-relevant courses. We have challenged faculty to reach across unit lines to forge curricular collaborations by creating new degrees, interdisciplinary specializations, or co-taught courses. We are re-instituting a number of undergraduate teacher preparation programs (B.S.Ed.), each of which draws from courses in units around our college as well as across the university. We have encouraged five of our six units to address findings of the [2008 OSU Doctoral Program Assessment and Plan](#) by strengthening their Ph.D. programs and making them more coherent. They have responded by: 1) defining their Ph.D. programs in alignment with their units -- rather than with their pre-merger college (i.e., Ph.D. in Consumer Science rather than Ph.D. in Human Ecology); and 2) creating true cores for their Ph.D. programs if they did not previously exist. Additionally, an Ed.D. degree in Educational Leadership is being proposed to address the need of school administrators to pursue advanced degrees geared for practitioners. With approval of the Ed.D. and also with recent B.O.R. approval of our other practitioner-oriented programs, an Ed.S. (Education Specialist) program in School Psychology and another in Teaching and Learning, fewer graduate students in the college will pursue Ph.D.s by default than in the past.

This past August, we received requests for revision to these semester program proposals. This came at a time when College faculty were in the midst of implementing a realignment of its six academic units into three departments. As a result, the revised proposals reflect some of the impending changes in administrative structure on account of realignment.

The College Curriculum Committee and College Council have approved the proposals, and approved a standard practice for level of transcript designation across Education and Human Ecology graduate degrees. All Ph.D., Ed.D., Ed.S., M.A., and M.Ed. programs have been approved for transcript designation at the specialization level.

We believe that, taken together, these changes will greatly strengthen our programs and clarify our new college identity.

## School Notes

Educational Policy & Leadership (EPL) is one of five units in the college to change its Ph.D. program to align with school boundaries rather than those of its previous college. EPL faculty have proposed that the degree name change from "Ph.D. in Education" to "Ph.D. in Educational Policy & Leadership." The "Education" designation no longer makes sense because the college of that name does not exist. Also, Ph.D. degrees from other units with the "Education" designation have very little in common with each other as there is no common core. However, with the proposed Ph.D. in Educational Policy & Leadership, a 6-credit hour common core and a 9 credit hour research core will provide greatly enhanced cohesion to the degree program that will span fourteen separate specializations. As a result of the faculty approved plan to realign the College into three academic units, four academic areas previously in the School of Physical Activity and Educational Services are now proposed to be within the Educational Policy and Leadership Proposals

The proposed Ed.D. in Educational Policy and Leadership with a specialization in Education Administration would allow advanced educational practitioners to pursue a doctoral degree needed for career advancement, a degree imbued with grounded, practice-oriented research. They would no longer need to choose to pursue a Ph.D. degree by default, a degree intended primarily to prepare individuals for research-oriented careers.

Like the Ph.D., the M.A. is proposed as a program in Educational Policy and Leadership. Students will be required to complete nine credit hours of core requirements in foundations, multicultural and human diversity, and research from select course lists, and coursework toward one of twelve specialization areas. The M.A. proposal includes academic areas previously in the School of Physical Activity and Educational Services.

## Summary Tables

| Program                         | Extent of Change | Notes  | Re-approval by EHE Curr. Committee | Approval by EHE College Council |
|---------------------------------|------------------|--|------------------------------------|---------------------------------|
| Ph.D. in Educational Policy and | New              | Name changed to align with unit name; true common core added | Oct. 28, '11                       | Nov. 4, '11                     |



|   |                         |   |  |  |
|---|-------------------------|---|--|--|
| Leadership  |                         | across all specializations; educational services specializations added.   |  |  |
| Ed.D. in Educational Policy and Leadership                        | New                     | Originally submitted in '09 for quarters. Revised in light of Graduate School Curr. Com. recommendations and semester conversion. | Oct. 28, '11                           | Nov. 4, '11                            |
| M.A. in Educational Policy and Leadership                         | New                     | Name changed to align with unit name; core requirements added; educational services specializations added.                        | Oct. 28, '11                           | Nov. 4, '11                            |
| Graduate Interdisciplinary Specialization in Quantitative Methods | New                     | Graduate School Curriculum Committee tabled proposal until unit degree programs have been approved.                               | Nov. 30, '10                           | Dec. 3, '10                            |
| Graduate Minor in Teaching in Virtual Environments                | New                     | Graduate School Curriculum Committee tabled proposal until unit degree programs have been approved.                               | Nov. 30, '10                           | Dec. 3, '10                            |
| Minor in Education  | New                     | New because of change from "no home unit" to EPL. Otherwise, straight conversion.   | Dec. 9, '10                            | Jan. 7, '11                            |
| <b>Program</b>  | <b>Extent of Change</b> | <b>Notes</b>  | <b>Approval by EHE Curr. Committee</b> | <b>Approval by EHE College Council</b> |
| Licensure - Superintendency (non-degree)                          | Converted               | Straight conversion. Meets state licensure requirements.  | Nov. 19, '10                           | Dec. 3, '10                            |
| Licensure - Principalship (non-degree)                            | Converted               | Straight conversion. Meets state licensure requirements.  | Nov. 19, '10                           | Dec. 3, '10                            |

| Courses                   | Number    | Extent of Change | Approval by EHE Curr. Committee | Approval by EHE College Council |
|---------------------------|-----------|------------------|---------------------------------|---------------------------------|
| New graduate courses      | 15        | New              | Nov. 19, '10                    | Dec. 3, '10                     |
| New undergraduate courses | 2         | New              | Nov. 19, '10                    | Dec. 3, '10                     |
| <b>Total new Courses</b>  | <b>17</b> |                  |                                 |                                 |

|                                     |            |               |              |             |
|-------------------------------------|------------|---------------|--------------|-------------|
| Re-envisioned graduate courses      | 114        | Re-envisioned | Nov. 19, '10 | Dec. 3, '10 |
| Re-envisioned undergraduate courses | 14         | Re-envisioned | Nov. 19, '10 | Dec. 3, '10 |
| <b>Total re-envisioned courses</b>  | <b>128</b> |               |              |             |
| Graduate courses                    | 108        | Converted     | Nov. 19, '10 | Dec. 3, '10 |
| Undergraduate courses               | 52         | Converted     | Nov. 19, '10 | Dec. 3, '10 |
| <b>Total converted courses</b>      | <b>160</b> |               |              |             |
| <b>Total number of all courses</b>  | <b>305</b> |               |              |             |

### Unique Considerations

Faculty in EPL currently contribute to the university's Graduate Interdisciplinary Specialization in College and University Teaching. Additionally, EPL faculty are proposing to contribute to or lead two additional collaborative programs: 1) a Graduate Interdisciplinary Specialization in Quantitative Methods, and 2) a graduate Minor in Teaching in Virtual Environments. These two proposals grew out of a college-wide initiative to encourage cross-unit curricular collaborations. The future academic home for these programs may be the Graduate School. The Graduate School Curriculum Committee tabled the new Graduate Interdisciplinary Specializations until the revised degree program proposals have been approved.

The Minor in Education proposal represents a straight conversion of an existing program. However, until now, this minor has not had an academic home. After discussions around the college, EPL agreed to become the academic home for this program.

### College Approval

I have carefully reviewed all semester conversion materials for the School of Educational Policy & Leadership, having done so conjointly with the EHE Curriculum Committee. I also have discussed these materials with Dean Achterberg. This memo signifies Dean's level approval of the entire semester conversion package for the School of Educational Policy & Leadership.



College of Education & Human Ecology

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Office of the Director  
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29 West Woodruff Avenue  
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Phone (614) 688-5721  
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October 19, 2011

Curriculum Committee  
College of Education and Human Ecology  
The Ohio State University  
Columbus, OH 43210

Dear Committee Members:

I am pleased to provide this letter describing revisions to the Ph.D., Ed.D., and M.A. semester programs in Educational Policy and Leadership (EPL). Several weeks ago, we were informed that there were some concerns with our programs, and revisions were requested at the university-level. In the attached document, all of the requested revisions have been addressed.

Simultaneously, we have been working on a plan for restructuring of the College of Education and Human Ecology. In that restructuring plan, four programs from the School of Physical Activity and Education Services (PAES) will be joining with EPL to form a new combined larger unit. After discussions with Associate Dean Jackie Blount, Associate Dean Elliot Slotnick from The Graduate School, and Associate Vice Provost Randy Smith, it was decided that the best approach at this time would be to combine the required revisions for EPL and the four units from PAES into a single semester-conversion document, since we quite likely will be functioning as a new unit once semesters start next summer. Consequently, in the attached document, you will find the combined semester-revisions for both units.

We have addressed all of the concerns that were raised by the Graduate School and CAA in the revised document. The following issues were addressed in the revised document:

1. The previous proposal was described as being complex and cumbersome to read; the revised proposal has been completely re-written in a more organized manner.
2. In the previous proposal, there was too much autonomy allowed for faculty to determine coursework in consultation with individual students. In the revised proposal, specific plans and specific courses are provided for all specializations.
3. We now have clearly identified core foundations and research courses for the Ph.D. and Ed.D. degrees. For M.A. programs, we also have clearly identified core multicultural/human diversity courses.
4. Transition plans are now presented in greater detail for all specializations.
5. The number of credit hours required for each specialization has been more tightly aligned, and is now more consistent across programs.
6. The nature of each degree has now been more clearly described (i.e., the degrees are offered by the School, not separately by individual programs).

7. We have added extensive documentation regarding how the Graduate Studies Committee will provide oversight of the graduate programs.

Dr. Bryan Warnick served as the coordinator of the revision process for EPL, and Dr. Joe Wheaton served as the coordinator for PAES. Dr. Warnick and Wheaton worked with five section heads from EPL and three section heads from PAES to carefully respond to specialization-specific concerns from the previous proposal. Dr. Warnick also worked closely with Dr. Ray Calabrese on revisions to the Ed.D. program. A joint faculty meeting between the EPL faculty and the ES faculty was held on October 4, 2011; at that meeting, we discussed the need for core courses to exist for all programs across the new unit. A subsequent meeting was held with a smaller sub-group to further refine the core requirements on October 17, 2011.

All Ph.D. specializations are now consistent, in that all will include the requirements of (a) two core courses, (b) nine credit hours of a research core, and (c) a minimum of three credit hours of dissertation research. Transition plans from quarters to semesters have now been added for all specializations.

The specializations that will be available for the Ph.D. are:

- Cultural Foundations of Education
- Qualitative Research in Education
- Educational Policy
- Educational Administration
- Quantitative Research, Evaluation, and Measurement
- Philosophy of Education
- Educational Psychology
- Teacher Education Policy and Leadership
- Higher Education and Student Affairs.
- Counselor Education
- School Psychology
- Special education
- Workforce Development

For the Ed.D. program, all concerns also have been addressed. The revised proposal now includes a more detailed rationale for the degree's placement within the unit, including a description of the national trend in the administration of Ed.D. programs to provide a professional doctorate for practicing school administrators. The curriculum for the Ed.D. is more clearly articulated, and core requirements have been aligned with the core requirements for the Ph.D. The need for the program and projected enrollment streams also are more clearly described.

For the M.A. programs, we also have addressed all of the concerns that were raised, while simultaneously merging the specializations from EPL and from the four sections of PAES that are realigning with EPL. It is important to note that some of the Masters degree programs that will be offered within the restructured department differ radically. For example, some of the programs involve licensure (e.g., Counselor Education; School Psychology), and others are professional degree programs with very specific disciplinary and professional requirements attached to them (e.g., Higher Education and Student Affairs).

Nevertheless, we have organized the Masters programs so that there will be several common core experiences for all students. First, all students will need to meet a three-credit hour foundations requirement, that will be selected from one of six possibilities; the six courses were selected so that each includes broad foundational knowledge. Second, all students will be required to take one three-credit hour course to satisfy a multicultural/human diversity requirement; the courses available for this option all focus

on the education in diverse populations. Third, all students will be required to meet a research foundation requirement by taking at least one course focusing on either quantitative research, qualitative research, behavioral research, or assessment. Both thesis and non-thesis options are available for students who will be enrolled in our Masters programs.

There will be 12 areas of specialization available. These areas are:

Cultural Foundations of Education  
Educational Policy  
Educational Administration  
Quantitative Research, Evaluation, and Measurement  
Philosophy of Education  
Educational Psychology  
Teacher Education Policy and Leadership  
Higher Education and Student Affairs  
Counselor Education  
School Psychology  
Special Education  
Workforce Development.

The unit-level review process for the revisions of the M.A., Ed.D., and Ph.D. programs included the following:

1. Dr. Jackie Blount informed School Directors and Associate Directors in EPL and PAES that revisions would be required to our graduate program submissions (late summer).
2. Associate Dean Blount organized a meeting on September 16<sup>th</sup> for administrators and graduate studies committee chairs to discuss some of these revisions and to prepare for a subsequent meeting with Dr. Slotnick and Dr. Smith.
3. Dr.'s Anderman, Errante, Calabrese, Warnick, Wheaton, Gardner, and Kinder attended a meeting with Dr. Elliot Slotnick from the Graduate School and Dr. Randy Smith (Vice Provost for Academic Programs) to discuss the required revisions; that meeting was held on Wednesday, September 28<sup>th</sup>, 2011.
4. Dr. Bryan Warnick was re-appointed as coordinator of semester conversion for EPL, and Dr. Joe Wheaton assumed those duties for PAES.
5. A meeting was organized for all faculty from EPL and the four units from PAES to discuss core courses for the doctoral programs; that meeting was held on October 4<sup>th</sup>, 2011.
6. A subsequent meeting was held on October 17<sup>th</sup> with faculty representatives from EPL and PAES, to further refine the core course requirements.
7. Meetings were organized to discuss revisions with Section Heads.
8. Dr. Warnick and Dr. Wheaton worked directly with section heads from the two Schools to work out specific course lists for individual specializations.

9. Dr. Warnick and Dr. Wheaton worked together to create one unified document; Andy Zircher was of great assistance in this process.
10. The document was reviewed by the Student Services Director, Graduate Studies committees, and was sent to faculty for comment over e-mail.
11. The proposals are currently being voted on by faculty.

As Interim Director of the School of Educational Policy and Leadership, I recommend approval of these programs. Our faculty have re-worked the Ph.D., M.A., and Ed.D. programs to address all of the concerns raised by the Graduate School and the Committee on Academic Affairs. These programs maintain high standards of academic excellence, focus on training students as top-level scholars, researchers, and practitioners, and consists of high quality courses. I recommend this program for approval without hesitation.

Please feel free to contact me if I can provide you with any additional information.

Sincerely,

A handwritten signature in black ink that reads "Eric M. Anderman". The signature is written in a cursive style with a large, sweeping flourish at the end of the name.

Eric M. Anderman, Ph.D.  
Interim Director and Professor

## MA in Educational Policy and Leadership

### RATIONALE STATEMENT

The School of Educational Policy and Leadership is submitting a master's program for approval under the semester system. We have large enrollments of MA students, particularly in the areas of Higher Education and Student Affairs and Educational Administration (although master's students are enrolled throughout our five sections). Our students are placed in excellent positions, and they have been admitted to outstanding doctoral programs upon completion of our master's programs. We have several programs that are ranked in the top 10 (Higher Education and Student Affairs; Educational Administration) and top 20 (Educational Psychology) by *U.S. News and World Report*. Our converted MA program continues in the tradition of our previous programs, and is designed to help us to maintain these rankings.

The areas of specialization in EPL reflect the various approaches to understanding and practicing education in the larger society. EPL is comprised of five organizational sections:

Educational Psychology and Philosophy (EPP)

Higher Education and Student Affairs (HESA)

Educational Administration (EA)

Quantitative Research, Evaluation, and Measure (QREM)

Cultural Foundations, Technology, and Qualitative Inquiry (CFTQI)

These sections together train students in nine distinct areas of specialization. Some sections, therefore, have responsibility over more than one specialization. The nine areas of specialization are:

1. Cultural Foundations of Education (CFTQI section)
2. Educational Policy (EA and CFTQI sections)
3. Educational Technology Specialization (CFTQI section)
4. Educational Administration (EA section)
5. Quantitative Research, Evaluation, and Measurement (QREM section)
6. Philosophy of Education (EPP section)
7. Educational Psychology (EPP section)

8. Teacher Education Policy and Leadership (EA section)
9. Higher Education and Student Affairs (HESA section).

Given the widely different needs of professional training, and the equally wide needs of preparing researchers and professionals in distinct disciplines, our MA allows for multiple areas of study. Nevertheless, we also believe that all our students, despite their different trajectories, benefit from foundational coursework relating to educational and social questions, particularly relating to pressing questions of cultural difference. Consequently, we retain foundations and multicultural requirements. Whereas students may select one of several courses to fulfill these options, all the courses are similar in that they are broad surveys of key historical, philosophical, or ethical issues in education. Thus, our MA program consists of these requirements coupled with additional requirements and options associated with specific areas of specialization. The foundations and multicultural requirement, as well as the requirements and options associated with specializations, are listed below. Note that required hours vary considerably depending on factors such as licensure issues and the specific demands of different fields of professional practice.

### UNIT RESTRUCTURING

The College of Education and Human Ecology is currently developing a proposal to realign from six academic units (three schools and three departments) to three departments. The plan, subject to official approval, includes a plan to unite the sections of the School of Physical Activity and Educational Services that share common professional missions (that is, preparing professionals whose work has an educational focus) with Educational Policy and Leadership: Counselor Education, School Psychology, Special Education, and Workforce Development and Education. The common foundations and multicultural requirements (designed in consultation with all faculty from the proposed unit) will remain the same, and the new sections will add three areas of specialization to the nine originally located in Educational Policy and Leadership. The new specializations coming from the School of Physical Activity and Educational Services will be:

1. Counselor Education
2. Special Education
3. Workforce Development

### MASTER'S PROGRAM REQUIREMENTS

#### **Foundations requirement (choose 1): (3 hrs)**

EPL 6212 - American Schools and Society (3)

EPL 6250 - History of Education (or 7572 - History of Colleges and Universities) (3)

EPL 6410 - Philosophy of Education (3)

EPL 7359 - Leadership, Inquiry, and Ethics (3)



PAES 5624 - Foundations of Workforce Development and Education (3)

PAES 6731 - Foundations of Professional Counseling (3)

**Multicultural and Human Diversity Requirement (choose 1): (3 hrs)**

EPL 6360 - School and Community Relations (3)

EPL 7520 - Diversity in Higher Education (3)

EPL 7214 or 7215 - An Interpretative History of African American Education (3)

PAES - Multicultural Issues in Counseling (4)

PAES - Introduction to Exceptional Children (3)

**Research Requirement (choose 1 of these or other approved courses): (3 hrs)**

EPL 6625 - Introduction to Educational Research (3)

EPL 7230 - Qualitative Research for Educators (3)

PAES 8861 - Behavioral Research Methods in Applied Settings (3)

PAES - Assessment in Counseling (3)

**Thesis Requirement or Non-Thesis Option (choose 1)**

***Thesis Option***

Students must submit a complete typed thesis draft approved by the student's Master's Examination Committee before being examined over the thesis. The Master's Thesis Examination Committee is composed of at least two Graduate Faculty members, including the student's faculty advisor. It is recommended that the committee be formed at least a semester before the student intends to graduate. The thesis must conform to Graduate School Format Requirements as described in the Graduate school Guidelines for Preparing Theses, Dissertations, and D.M.A documents. Students will complete a minimum of 3 credits of 7999 thesis credit.

***Non-Thesis Option***

There are three Non-thesis options.

1. Students satisfactorily pass a minimum four-hour examination that has been constructed and evaluated by the student's Master's Examination Committee during the final semester of the student's program.
2. Students complete an "Action Research Project" to be developed in consultation with the student's Master's Examination Committee.
3. Students complete a comprehensive "Case Study" administered by the Section faculty. A case study is a two-week "take-home" exam, equivalent in rigor and scope to the four-hour examination. The emphasis is on synthesizing and applying ideas from the student's program to understand a real world educational scenario. [Note: Students in the HESA specialization are required to take this option.]

Students must register for a minimum of three hours during the semester they take the examination or the project.

### **Specialization Requirement**

Students are required to complete coursework in at least one area of specialization.

### **Program oversight**

Each student will plan their program of study in consultation with an advisor and based on degree requirements. Students will be provided with a checklist of department and specialization requirements at the beginning of each academic year; students should meet with their advisor and plan their annual coursework with that checklist in mind. Student thesis committees, if applicable, should also be involved in this discussion. Faculty will meet with students annually in the spring semester to discuss their progress toward completion of degree. The Graduate Studies Committee will provide additional oversight that is intended to facilitate that annual review.

1. As part of a student's annual progress review, each specialization will develop a checklist of student progress. The checklist will reflect the requirements in place during the student's first year. Students will fill the checklist out annually. Items on the checklist will include:

- School requirements (e.g. multicultural, foundations, residency, research methods) as well as specialization and concentration requirements. Additional indicators of progress such as publications and conference presentations can also be included. Students should indicate the number of requirements they have met to date, identify those that they must still meet, and propose the semesters in which they plan to meet those requirements. Although students' plans might change, completing the checklist and identifying their plan will ensure they schedule coursework with those requirements in mind.
- A section where faculty could note concerns regarding academic progress and a summary of any communications with students regarding these concerns;
- A section where plans for redressing concerns are described. These plans should be formulated jointly as a result of discussions between student and advisor, in consultation with the student's thesis committee (if applicable).
- A place for faculty and student signatures that indicates the student and advisor understand the student's progress toward degree completion to date.
- Students would be asked to also attach documentation of all the coursework they have taken to date as well as overall credit hours.

2. Students would bring this checklist, review it, and sign it when they have their annual progress review with their advisor. Faculty may develop additional assessments or procedures as part of individual specializations' internal reviews of student progress.

3. Students should submit these annual checklists to the Graduate Student Services Director, who will assess these progress reports on behalf of the Graduate Studies Committee and bring to our attention any cases that merit concern or follow up. These checklists should be submitted no later than week 13 of spring semester.

### **Timelines for reviews**

1. Sections should send out checklists to students in their section at the beginning of every academic year.
2. Meetings between students and advisor should occur some time during spring semester.
3. MA students should be sure to submit their checklists to the Director of Graduate Student Services no later than week 13 of the spring semester.

### **School Transition Plan**

Students who begin their graduate work in EPL under the quarter system will not experience a delay or disruption in their progress toward their degree if they: (1) meet the standards for progress defined by the School, (2) continue to complete appropriate course loads successfully, and (3) develop and follow the checklist developed in consultation with their academic advisors. This plan holds across specialization areas. Issues specific to the specialization areas, if any, will be developed in each section below.

Understanding that some classes may have been eliminated, or may now offer expanded content under the semester system, EPL will provide alternatives (in the form of independent studies or special seminars) to accommodate students who have entered our graduate program under the quarter system. Issues in students' individual transition to semesters should be identified as they meet with their adviser for their checklist meeting. This portion of the checklist is also reviewed by representatives of the Graduate Studies Committee. In addition, the following policies may be used by advisors in consultation with Graduate Studies Committee and School Director when working with students to assure their progress toward degree.

- A. Waive pre-requisites for semester courses when necessary and appropriate
- B. For special circumstances, Individual Studies or Group Studies options may be used
- C. For courses that have minimal changes an automatic transfer of credits will be used

## CULTURAL FOUNDATIONS OF EDUCATION SPECIALIZATION

(30 HRS MINIMUM)

Course numbers are EPL numbers unless listed otherwise.

### **Specialization Requirement: (3 hrs)**

7220 - Cultural Studies in Education (3)

### **Specialization Foundations of Education Requirement (choose 2): (6 hrs)**

A minimum of 6 hours of graduate credit must be concerned with cultural, comparative, historical, sociological, and anthropological foundations of education. These hours go beyond the School Foundations Requirement.

6250 - History of Education (3)

7217 - Globalization Processes in Education (3)

6212 - American Schools and Society (3)

8200 - Cultural Foundations of Educations (3)

8209 - Cultural Processes in Education (3)

### **Specialization Multicultural Education Requirement (choose 1): (3hrs)**

A minimum of 3 hours of graduate credit must relate to multicultural education beyond the School Multicultural Requirement. The 3 hours must be selected from one of the following courses

5260 - Children, Families, and Communities in Conflict (3)

7225 - Visualizing the Curriculum (3)

7229 - Technology, Society, and Schools (3)

7215 - An Interpretative History of African American Ed. 1850-1990 (3)

7214 - An Interpretative History of African American Ed. 1700-1950 (3)

7288 - Urban Communities, Tech, and Education (3)

**Electives (choose 3 of these or other approved courses): (9 hrs)**

7230 - Qualitative Research for Educator (3)

7240 - Life History Interviewing in Education (3)

6250 - History of Education (3)

6410 - Philosophy of Education (3)

7210 - Fundamentals of Curriculum (3)

7211 - Critical Issues in Curriculum: The Politics of and Theorizing in Curriculum Studies (3)

7212 - Laboratory in Curriculum Development and Praxis for Educators (3)

7213 - The Historical Basis of Curriculum Development (3)

8206 - Instructional Theory (3)

8209 - Cultural Processes in Education (3)

8266 - Policy and politics of English Language Learning (3)

7217 - Globalization Processes in Education (3)

7225 - Visualizing the Curriculum (3)

7229 - Technology, Society, and Schools (3)

**School Requirements: (9 hrs)**

**Transition plan:**

Specialization transition plans will follow the school transition plan described earlier. In addition, some specialization courses (7220, 6250, 7217, 6212, 8200, and 8209) in this area have been converted from quarter courses with expanded content. Students who took these courses under quarters will be missing some of the semester content. A special seminar (8895.46) or independent studies (8193) will be arranged for those students.

## EDUCATIONAL POLICY SPECIALIZATION

(30 HRS MINIMUM)

Course numbers are EPL numbers unless listed otherwise.

### **Specialization Requirement: (9 hrs)**

8201 - Social Foundations of Education (3)

8352 - Educational Policy in Democratic Society (3)

7224 - Educational Policy Analysis in Contemporary Culture (3)

### **Electives (choose 4 of these or other approved courses): (12 hrs)**

5260 - Children, Families, and Communities in Conflict (3)

6410 – Philosophy of Education (3)

7211 - Critical Issues in Curriculum: The Politics of and Theorizing in Curriculum Studies (3)

7222 - History of Educational Policy (3)

8266 - Policy and Politics of English Language Learning (3)

8410 - Ethics and Education: Equality, Freedom, and Justice in Schools (3)

6360 - School Community Relations and Politics (3)

8310 - Educational Change (3)

8356 - Economic Viewpoints (3)

8361 - Social and Political Contexts of Education (3)

6250 - History of Education (3)

8312 - Politics and Political Leadership in American Education (3)

7214 - An Interpretative History of African American Education 1700-1950 (3)

7215 - An Interpretative History of African American Education 1850-1990 (3)

7288 - Urban Communities, Technology, and Education (3)

8209 - Cultural Processes in Education (3)

7217 - Globalization Processes in Education (3)

7225 - Visualizing the Curriculum (3)

7229 - Technology, Society, and Schools (3)

**School Requirements: (9 hrs)**

**Transition plan:**

Specialization transition plans will follow the school transition plan described earlier. In addition, some specialization courses (8201 and 8352) are converted quarter courses with expanded content (7224 is a 5 quarter-hour course converted to 3 semester hours). Students who took these courses under quarters will be missing some of the semester content. A special seminar (8895.46) or independent studies (8193) will be arranged for those students.

## EDUCATIONAL TECHNOLOGY SPECIALIZATION

(MINIMUM 33 HRS)

Course numbers are EPL numbers unless listed otherwise.

### **Specialization Requirement: (12 hrs)**

6223 - Issues and Practices in Educational Technology (3)

7229 - Technology, Society, and Schools (3)

6278 - Instructional Systems Development (3)

7392 - Learning, Culture and Technology (3)

### **Electives (choose 4 of these or other approved courses): (12 hrs)**

6271- Fundamentals of Computer Applications in Education and Training (3)

6273 -Improving Professional Practice of Teaching with Technology using Action Research (3)

7277 - Educational Telecommunications (3)

5280 - Educational Videography (3)

5281 - Introduction to Developing Educational Web Sites (3)

6282 - Introduction to teaching online for K12 educators (3)

6372 - Educational Technology Leadership and Administration (3)

7278 - Formative Evaluation of Instructional Systems (3)

7288 - Urban Communities, Technology and Education (3)

7225 - Visualizing the Curriculum (3)

8253 - Women, Technology, and Education (3)

8216 - Contemporary Research and Issues in Teacher Thinking, Curriculum, and Educational Technology (3)

7297 - Designing Multimedia for Instruction (3)



**School Requirements: (9 hrs)**

**Transition plan:**

Specialization transition plans will follow the school transition plan described earlier. There are no special issues for Educational Technology.

## EDUCATIONAL ADMINISTRATION SPECIALIZATION

(MINIMUM 30 HRS)

Course numbers are EPL numbers unless listed otherwise.

### **Specialization Requirement: (6 credits)**

6350 - Introduction to Educational Leadership (3)

7356 - Instructional Leadership and Supervision (3)

### **Electives (choose 3 of these or other approved courses): (9 credits)**

6360 - School-Community Relations and Politics (3)

7350 - Educational Leadership: Learning & Teaching: Early Childhood (3)

7351 - Educational Leadership: Learning & Teaching: Adolescent/Young Adult (3)

6372- Educational Technology Leadership and Administration (3)

6366- School Finance and Business Administration (3)

6356- Legal Aspects of School Administration (3)

7359-Leadership, Inquiry, and Ethics (3)

### **Cognate area: (6 hrs)**

Students are required to take at least six credit hours in a cognate area relevant to their interests.

### **School Requirements: (9 hrs)**

### **Transition plan:**

Specialization transition plans will follow the school transition plan described earlier. In addition, advisors in this area will contact their MA advisees to schedule a conference during Autumn Quarter 2011. The purpose of the conference is to assess the students' progress and to determine a plan for coursework in the transition to semesters. Faculty will offer special seminars, independent studies, or

online modules to accommodate students who may wish to engage in the expanded content of the core courses.

## QUANTITATIVE RESEARCH, EVALUATION, MEASUREMENT SPECIALIZATION

(MINIMUM 30 HRS)

Course numbers are EPL numbers unless listed otherwise.

### Specialization Requirement: (15 hrs)

6641 - Introduction to Educational Statistics (4)

6621 - Intro to Educational Evaluation (3)

6625 - Introduction to Educational Research (3)

6661 - Intro to Educational Measurement (3)

7414 - Examining Knowledge, Truth, and Objectivity: Philosophy of Science for Educational Researchers (3)

### Electives: (6 hrs)

One course from the following list (3 hrs)

8648 - Multivariate Experimental Designs (4)

7648 - Univariate Experimental Designs (4)

8657 - Factor and Cluster Analyses (3)

7643 - Categorical Data Analysis (3)

7651 - Regression Analysis (4)

8659 - Structural Equation Modeling (3)

8658 - Applied Multilevel Data Analysis (3)

8895.60: Seminar – Advanced Problems (e.g., analysis of longitudinal data; meta-analysis) (2-5)

One course from the following list: (3 hrs)

7627 - Sampling and Survey Research Methods (3)

7631 - Applied Evaluation Design (3)

7635 - Research Methods (3)

8895.60: Seminar – Advanced Problems (3)

7661 - Instrument Construction (3)

8674 - Scaling and Item Response Theory (3)

7667 - Authentic Assessment (3)

7663 - Test Reliability and Validity (3)

8895.60: Seminar – Advanced Problems (e.g., advanced IRT) (2-5)

**School Requirements: (9 hrs)**

**Transition plan:**

We anticipate a smooth transition from quarters to semesters for QREM students because our core and elective courses are based on the number of courses completed rather than credit hours accumulated. Furthermore, we have scheduled courses beginning Autumn 2011 so that course sequences, such as our general statistics stream, allow students to begin sequences under the quarter system and continue the sequence into the semester format without gaps or dramatic overlap in curricular topics. These course sequences also should meet the needs of students from outside our specialization. Specialization transition plans will follow the school transition plan described earlier.

## PHILOSOPHY OF EDUCATION SPECIALIZATION

(MINIMUM 30 HRS)

Course numbers are EPL numbers unless listed otherwise.

### **Specialization Requirement: (9 hrs)**

6410 – Philosophy of Education (3)

7410 – Modern Trends in Philosophy of Education (3)

7574 – Curriculum in Higher Education (History of Liberal Education) (3)

### **Electives (choose 4 of these or other approved courses): (12 hrs)**

6250 – History of Education (3)

6212 - American Schools and Society (3)

6403 – Ethics and the Professional Context of Teaching (3)

7411 - Sources of Progressive Thought (3)

7401 – Psychological Perspectives on Teaching (3)

7413 - Professional Education, Past and Present (3)

7414 - Examining Knowledge, Truth, and Objectivity (3)

7415 - Philosophical Foundations of Educational Technology (3)

7572 - History of Universities (3)

8209– Cultural Processes in Education (3)

8352 - Educational Policy in a Democratic Society (3)

8410 – Ethical Problems in Education (3)

8411 - Educational Philosophy of John Dewey (3)

### **School Requirements: (9 hrs)**

**Transition plan:**

Specialization transition plans will follow the school transition plan described earlier. In addition, two core courses, 6410 and 7410, are converted quarter courses with expanded content. Students who took these courses under quarters will be missing some of the semester content. A special seminar (8895.42) or independent studies (8193) will be arranged for those students.

## EDUCATIONAL PSYCHOLOGY SPECIALIZATION

(MINIMUM 30 HRS)

Course numbers are EPL numbers unless listed otherwise.

### **Specialization Requirement: (9 hrs)**

7401 - Psychological Perspectives on Teaching (3)

7402 – Cognition, Learning and Instruction (3)

7403 – Motivation in Learning and Teaching (3)

### **Electives (choose 4 of these or other approved courses): (12 hrs)**

5401 - Adolescent Learning and Development in School Contexts (3)

7404 - College Teaching (3)

7405 - Cooperative Learning for Teachers and Supervisors (3)

8401 - Research on Teachers Knowledge and Beliefs (3)

8402 - Classroom Research on Student Motivation (3)

8403 - Theory and Research in Educational Psychology (3)

### **School Requirements: (9 hrs)**

#### **Transition Plan**

Specialization transition plans will follow the school transition plan described earlier. In addition, all current MA students in Educational Psychology are being contacted to attend individual meetings with their advisors in the Fall Quarter, 2011. For those courses that contribute to an identified year-long sequence (primarily those in quantitative and qualitative methods), students are being strongly advised to complete a full year's sequence under either the Quarter or Semester versions and to avoid trying to combine the two versions. For most other courses in the program, no pre-requisites are required. In cases where students do require additional coursework to transition from a Quarter-length prerequisite to a Semester-length course, independent study options will be developed individually.



## TEACHER EDUCATION POLICY AND LEADERSHIP SPECIALIZATION

(MINIMUM 30 HRS)

Course numbers are EPL numbers unless listed otherwise.

### **Specialization Requirement: (12 hrs)**

- 6350 - Introduction to Educational Leadership (3)
- 8352 - Educational Policy in a Democratic Society (3)
- 8312 - Politics and Political Leadership in American (3)
- 8423 - Trends, Issues, Problems in Teacher Education (3)

### **Electives (choose 3 of these or other approved courses): (9 hrs)**

- 7402 - Professional Development of Teachers (3)
- 8402 - Pedagogy in Teacher Education (3)
- 8421 - Inquiry in Teacher Education (3)
- 8424 - Field Experience in Teacher Education (3)
- 7356 - Instructional Leadership and Supervision (3)
- 7350 - Educational Leadership, Learning and Teaching: Early Childhood (3)
- 7351 - Educational Leadership, Learning and Teaching: Middle Childhood, Adolescence and Adulthood (3)

### **School Requirements: (9 hrs)**

#### **Transition plan:**

Because of a delay in admitting new students, there are no current MA students. There are no additional issues for this specialization area.

## HIGHER EDUCATION AND STUDENT AFFAIRS SPECIALIZATION

(MINIMUM 48 HRS)

Note: The justification for the credit hours is based on the CAS standards that typically range from 42-48 semester hours and specify the numbers of credits hours in categories of courses. Our specialization reflects these standards and therefore parallels peer institutions in this area. Course numbers are EPL numbers unless listed otherwise.

### **Specialization Requirement: (30 hrs)**

7500 - Introduction to Student Affairs (3)

7510 – College Student Development I (3)

7540 – Higher Education Institutions and Core Academic Issues (3)

7513 – Understanding Educational Organizations (3)

7545 - Case Studies in Higher Education (3)

7518 - Group Interventions in Higher Education (3)

7512 - Interaction of Student and Environments (3)

7530 - Practicum in Higher Education (5)

PAES 6732 – Introduction to Counseling (3)

8511 – College Student Development II (3)

8193.32 – Independent Study (1) (take in conjunction with comprehensive exam)

### **Electives (students are required to take 2 of these or other approved courses): (6 hrs)**

7558 - Administering Service Learning Programs (3)

7562 - The Community College (3)

7564 - Financing Higher Education (3)

7550 - Women in Higher Education (3)

8560 - Legal Aspects of Higher Education (3)

7574 - Curriculum in Higher Education (3)

- 7570 - Internationalizing Colleges and Universities (3)
- 7554 - Admission and Retention in Higher Education (3)
- 8552 - Impact of College on Students (3)
- 7566 - Strategy and University Leadership (3)
- 7568 – Globalization and Public Good (3)
- 7556 - C.S. Jung and Psychological Types (3)
- 7576 - Assessment in Higher Education (3)
- 7569 – Higher Education Governance & Policy Analysis\* 93)
- 7404 – College Teaching (3)
- 6736 – Educational and Career Counseling (3)

**Research Course Specification (students are required to take 1 of these or other approved courses):  
(No additional hrs beyond school research requirement)**

- 6625 – Introduction to Educational Research (3)
- 6641 – Introduction to Educational Statistics (3)
- 8895.32 – Designing Qualitative Research in HESA Contexts (3)
- 7230 – Qualitative Research for Educators (3)
- 6621 – Introduction to Educational Evaluation (3)
- 8895.6 – Quantitative Research, Evaluation, and Measurement (3)
- 7631 – Applied Evaluation Design (3)

**School Requirements: (9 hrs)**

Note: To fulfill school requirements, students are required to take: 7520, Race & Diversity in Higher Education (fulfills Multicultural Requirement), and 7572, History of Universities (fulfills Foundations Requirement). See also research specification above.

**School Requirements: (9 hrs)**

Note: To fulfill school requirements, students should take: 7520, Race & Diversity in Higher Education (fulfills Multicultural Requirement), and 7572, History of Universities (fulfills Foundations Requirement).

## COUNSELOR EDUCATION SPECIALIZATION (57.5 -59.5 MINIMUM)

**Please Note:** After 30 credits students are eligible for a master's degree, but they cannot be licensed as a School Counselor or Licensed Professional Clinical Counselor in Ohio without completing the required courses shown below for the respective license.

Note: Course numbers are PAES numbers unless listed otherwise.

### **Specialization Requirement: (34.5 hrs; Both specialties)**

6731 Foundations of Professional Counseling (3) (overlaps with foundations requirement)

6732 Theories of Professional Counseling (3)

6733 Techniques of Individual Counseling (1.5; concurrent with 6732)

6734 Assessment in Counseling (3) (overlaps with research requirement)

6735 Human Growth & Lifespan Development (2)

6736 Lifespan Career Development & Counseling (2)

6737 Group Counseling (3)

6738 Techniques of Group Counseling (1.5; concurrent with 6737)

6739 Legal and Ethical Issues in Counseling (1.5)

6740 Techniques for Counseling Children & Adolescents (1.5)

6931 Diagnosis of Mental & Emotional Disorders (3)

7741 Multicultural Issues in Counseling (4) (overlaps with multicultural requirement)

7742 Addictions Counseling (2)

7743 Family & Couples Counseling (2)

7745 Theories of Consultation (1.5)

### ***Electives (optional)***

5889.xx Seminars in Interprofessional Care (various topics)

7934 Theories of Counseling and Supervision (1.5)

### **Required Courses in School Counseling Concentration (23 hrs)**

5650 Introduction to Exceptional Children (3) (overlaps with multicultural requirement)

6189.01 Practicum in School Counseling (4)

6831 Professional School Counseling (3)

7191.01 Internship in School Counseling (10)

7832 Current Issues in Professional School Counseling (3)

**Required Courses in Clinical Mental Health Counseling Concentration (25.5 hrs)**

6189.02 Practicum in Clinical Mental Health Counseling (4)

7191.02 Internship in Clinical Mental Health Counseling (10)

7932 Psychopathology, Trauma and Crisis Counseling (3)

7933 Wellness & Prevention Counseling (3)

7934 Theories of Counseling Supervision (1.5)

7935.34 Advanced Assessment: Personality Testing (4)

**School Requirements: (9 hrs)**

**Transition plans:**

Specialization transition plans will follow the school transition plan described earlier. In addition, each concentration adds the following:

*School Counseling Concentration.* Students in the M.A. specialization in School Counseling can follow all current requirements in Year 1 of their M.A. specializations and all new (semester) requirements in Year 2.

Additional course: Students will need the Ethics course (which will be offered in year 1 in the new specialization and is currently offered in year 2). That course is already scheduled to be offered in the spring semester, so no additional courses will be necessary to transition these students through their graduate specializations.

*Clinical Health Counseling Concentration.* Students in the M.A. specialization in Clinical Mental Health Counseling can follow all current requirements in Year 1 of their M.A. specializations and all new (semester) requirements in Year 2 (see adviser for Year 1 and Year 2 program sheets).

## **SPECIAL EDUCATION SPECIALIZATION (34 HRS. MINIMUM)**

**Please Note:** After 30 credits students are eligible for a Master's degree, but they cannot be licensed in Special Education in Ohio without completing the required courses shown below for the respective license. Course numbers are PAES numbers unless listed otherwise.

### **Specialization Requirement: (13 hrs)**

8832 Advanced Applied Behavior Analysis (3)

8861 Behavioral Research Methods in Applied Settings (3) (overlaps with research requirement)

8189 Field Experience in Special Education (4)

8193.10 Independent Study in Special Education (1-6 taken if needed to fulfill 30 hr requirement)

8999.10 Thesis Research (3-9)

### ***Prerequisites***

The following courses, or their equivalents, are pre-requisites for the specialization. See your advisor for scheduling.

5650 Introduction to Exceptional Children (3) (overlaps with multicultural requirement)

5742 Applied Behavior Analysis for Teachers (3)

### **Early Intervention Specialist Concentration (18 hrs)**

5722 Communication Skills for Children with Moderate-Intensive Disabilities (3)

5734 Methods of Instruction for Elementary Children with Mild-Moderate Disabilities (3)

5738 Reading Instruction for Children with Disabilities and Severe Reading Deficits (3)

5760 Educational Assessment in Early Childhood Special Education (3)

5761 Educational Intervention for Young Children with Disabilities (3)

5769 Delivering Effective Services to Enhance the Inclusion of Students with Special Needs (3)

### **Moderate to Intensive Intervention Specialist Concentration (18 hrs)**

5738 Reading Instruction for Children with Disabilities and Severe Reading Deficits (3)

5769 Delivering Effective Services to Enhance the Inclusion of Students with Special Needs (3)

5676 Programming for Severe Physical Impairments (3)

5722 Communication Skills for Children with Moderate-Intensive Disabilities (3)



5736 Methods of Instruction I for Students with Moderate-Intensive Disabilities (3)

5737 Methods of Instruction II for Students with Moderate-Intensive Disabilities (3)

**Mild to Moderate Intervention Specialist Concentration (15 hrs)**

5734 Methods of Instruction for Elementary Children with Mild-Moderate Disabilities (3)

5735 Methods of Instruction for Secondary Students with Mild-Moderate Disabilities (3)

5738 Reading Instruction for Children with Disabilities and Severe Reading Deficits (3)

5743 Educational Assessment of Students with Mild-Moderate Disabilities (3)

5769 Delivering Effective Services to Enhance the Inclusion of Students with Special Needs (3)

**Applied Behavior Analysis Concentration (18 hrs)**

5722 Communication Skills for Children with Moderate-Intensive Disabilities (3)

5734 Methods of Instruction for Elementary Children with Mild-Moderate Disabilities (3)

5735 Methods of Instruction for Secondary Students with Mild-Moderate Disabilities (3)

5736 Methods of Instruction I for Students with Moderate-Intensive Disabilities (3)

5737 Methods of Instruction II for Students with Moderate-Intensive Disabilities (3)

5738 Reading Instruction for Children with Disabilities and Severe Reading Deficits (3)

5743 Educational Assessment of Students with Mild-Moderate Disabilities (3)

5760 Educational Assessment in Early Childhood Special Education (3)

5761 Educational Intervention for Young Children with Disabilities (3)

5769 Delivering Effective Services to Enhance the Inclusion of Students with Special Needs (3)

7830 Urban Education & Precision Teaching (3)

8833 Emotional and Violent Behavior in Youth: Perspective, Practice, and Promise (3)

8871 Behaviorism: Schedules and Translational Research (3)

8874 Behavioral Research in Education (3)

8891 Contemporary Issues in Special Education (3)

8917 Verbal Behavior and Behaviorism: Applications and Implications of Skinner's Works (3)

8922 Topics in Early Childhood Special Education (3)

**School Requirements: (9 hrs)**

**Transition Plan:**

Specialization transition plans will follow the school transition plan described earlier. In Special Education, the same sequence of courses and content will be followed but reconfigured differently on a semester schedule. Most students will be able to complete the master's specialization within a year so most will not be affected by the transition. However, part time students who enter under the quarter system will be able to complete the specialization under the semester system. Students will be individually advised on a case-by-case basis.

**WORKFORCE DEVELOPMENT AND EDUCATION SPECIALIZATION (42-39 HRS  
MINIMUM)**

Please note: After 30 credits students are eligible for a Master's degree, but they cannot be a licensed teacher in Ohio without completing the required courses shown below for the respective license. Course numbers are PAES numbers unless listed otherwise.

**Required Specialization Courses: (3 hrs)**

5624. Foundations of Workforce Development and Education (3) (overlaps with foundations requirement)

**Business Education (37 hrs)**

5622 Introduction to Software Applications for Teachers and Trainers (3)

5623 Advanced Software Applications for Teachers and Trainers (3)

5646 Teaching Methods for Business Education (3)

5650 Introduction to Exceptional Children (3) (overlaps with multicultural requirement)

5667 Curriculum/Instruction and Assessment in Career and Technical Education (3)

5672 Lifelong Learning in the Adult Years (3)

5442 Teaching Reading Across the Curriculum (in Edu T&L) (3)

5784. Student Teaching in Business Education (12)

5189.01 Business Education Field Experience I (2)

5189.02 Business Education Field Experience II (2) (for some reason this course is still pending)

**Adult Education and Human Resource Development (27 hrs)**

5649 Teaching Adults in the workplace (3)

5662 Job and Task Analysis (3)

5672 Lifelong Learning in the Adult Years

5701 Fundamentals of Teaching Adults Online (3)

7684 Evaluation of Adult Education and Human Resource Development Programs (3)

7757 Aspects of Human Resource Development (3)

7817 Developing Instruction for Business and Industry (3)

7935.40 Program Planning in Adult Education (3)

**Career and Technical Education (27)**

- 5189.03 Career and Technical Education Clinical Field Experience I (2)
- 5189.04 Career and Technical Education Clinical Field Experience II (2)
- 5650 Introduction to Exceptional Children (3) (overlaps with multicultural requirement)
- 5633 Instructional Strategies for Career Based Intervention Programs (3)
- 5665 Teaching Methods for Career and Technical Education (3)
- 5667 Curriculum/Instruction and Assessment in Career and Technical Education (3)
- 5668 Career and Technical Education Capstone (1)
- 5672 Lifelong Learning in the Adult Years (3)
- 5677 New Career and Technical Education Teacher Clinic (4)
- 5622 or 5623 Intro/Advanced Software Applications for Teachers and Trainers (3)

**Family and Consumer Sciences Education (32)**

- 5189.05 Field Experience in FCS II: Teaching in an Urban Family and Consumer Sciences Classroom (3)
- 5191.01 Designing Family and Consumer Sciences Instruction Internship (4)
- 5650 Introduction to Exceptional Children (3) (overlaps with multicultural requirement)
- 5741 Culturally Responsive Teaching in Family and Consumer Sciences (3)
- 5746 Problem-Based Instruction in Family and Consumer Sciences (4)
- 5747 Planning for Teaching and Learning in Family and Consumer Sciences (4)
- 5790 Analyzing student work samples in Family and Consumer Sciences (1)
- 5791.02 Facilitating Learning in Family and Consumer Sciences Classrooms Internship (4)
- 5791.03 Professional Development of Teachers in Family and Consumer Sciences (4)
- 5442 Teaching Reading Across the Curriculum (in Edu T&L) (3)

**School Requirements: (9 hrs)**

**Transition Plan:**

Specialization transition plans will follow the school transition plan described earlier. In this specialization, the same sequence of courses and content will be followed but reconfigured differently on a semester schedule. Most students will be able to complete the master's program within two years on a part-time basis so most will not be affected by the transition. Students will be individually advised on a case-by-case basis.

## MA COURSE LIST

| Dept | Sem # | Semester Title | Se<br>m<br>Hrs | Qtr # | Quarter title | Qt<br>r<br>hr<br>s |
|------|-------|----------------|----------------|-------|---------------|--------------------|
|------|-------|----------------|----------------|-------|---------------|--------------------|

### FOUNDATION REQUIREMENT COURSES

|        |      |                                |   |        |  |   |
|--------|------|--------------------------------|---|--------|--|---|
| EDU PL | 6250 | History of Education           | 3 | 650.02 | Humanistic Foundations of Education: History of Modern Education   | 3 |
| EDU PL | 6212 | American Schools and Society   | 3 | 812    | American Schools and American Society                              | 3 |
| EDU PL | 6410 | Philosophy of Education        | 3 | 650.01 | Humanistic Foundations of Education: Philosophy of Education       | 3 |
| EDU PL | 7359 | Leadership, Inquiry and Ethics | 3 | 891.02 | Educational Leadership: Educational Leadership, Inquiry and Ethics | 4 |

### MULTICULTURAL REQUIREMENT COURSES

|        |      |  |   |     |  |   |
|--------|------|--|---|-----|--|---|
| EDU PL | 7214 | An Interpretive History of African American Education: 1700 to 1950        | 3 | 863 |  | 3 |
| EDU PL | 7215 | An Interpretive History of African American Education: 1950 to the Present | 3 | 834 | An Interpretive History of African American Education 1950 to 1990 | 3 |
| EDU PL | 6360 | School Community Relations and Politics                                    | 3 | 953 | School Community Relations   | 3 |
| EDU PL | 7520 | Diversity in Higher Education  | 3 | 887 |  | 3 |

### RESEARCH REQUIREMENT COURSES

|        |      |                                      |   |     |   |   |
|--------|------|--------------------------------------|---|-----|---|---|
| EDU PL | 7230 | Qualitative Research for Educators   | 3 | 798 |   | 3 |
| EDU PL | 6625 | Introduction to Educational Research | 3 | 785 | Introduction to Inquiry, Principles, Strategies, and Techniques | 3 |

### COURSES UTILIZED BY MULTIPLE SPECIALIZATIONS

|        |      |   |   |          |  |      |
|--------|------|---|---|----------|--|------|
| EDU PL | 5260 | Children, Families, and Communities in Conflict Transformation                      | 3 | 601      |  | 5    |
| EDU PL | 7211 | Critical Issues in Curriculum: The Politics of and Theorizing in Curriculum Studies | 3 | 865, 833 | Curriculum Theory, The Politics of Curriculum Knowledge: Critical Issues in Curriculum | 3, 3 |
| EDU PL | 7217 | Globalization Processes in Education  | 3 |          |  |      |
| EDU PL | 8266 | Policy and Politics of English Language Learning                                    | 3 |          |  |      |
| EDU PL | 7225 | Visualizing the Curriculum  | 3 | 825      |  | 3    |

|             |        |   |     |                             |   |                     |
|-------------|--------|---|-----|-----------------------------|---|---------------------|
| EDU PL      | 7229   | Technology, Society, and Schools  | 3   | 829                         |   | 3                   |
| EDU PL      | 7288   | Urban Communities, Technology, and Education  | 3   | 789                         |   | 3                   |
| EDU PL      | 8209   | Cultural Processes in Education   | 3   | 909                         | Cultural Process in Education   | 3                   |
| EDU<br>PAES | 5650   | Introduction to Exceptional Children  | 3   | 650                         |   | 3                   |
| EDU PL      | 6350   | Introduction to Educational Administration  | 3   | 846,<br>886                 | Educational Leadership, Organization Dynamics<br>and School Culture   | 3,<br>4             |
| EDU PL      | 7350   | Educational Leadership, Learning and Teaching: Early<br>Childhood                             | 3   | 885.01                      |   | 4                   |
| EDU PL      | 7351   | Educational Leadership, Learning and Teaching: Middle<br>Childhood, Adolescence and Adulthood | 3   | 885.02                      | Educational Leadership, Learning and Teaching:<br>Middle Childhood, Adolescence to Young<br>Adulthood   | 4                   |
| EDU PL      | 7356   | Instructional Leadership and Supervision  | 3   | 891.01                      | Educational Leadership: Instructional<br>Leadership and Supervision   | 4                   |
| EDU PL      | 8410   | Ethics and Education: Equity, Freedom, and Justice in<br>Schools                              | 3   | 828                         | Ethical Problems in Education   | 3                   |
| EDU PL      | 8352   | Educational Policy in Democratic Society  | 3   | 922                         |   | 3                   |
| EDU PL      | 8312   | Politics and Political Leadership in American Education                                       | 3   | 845                         |   | 3                   |
| EDU PL      | 6372   | Educational Technology Leadership and Administration  | 3   | 707                         |   | 3                   |
| EDU<br>PAES | 6732   | Theories of Professional Counseling   | 3   | 774                         | Introduction to Counseling  | 3                   |
| EDU<br>PAES | 6736   | Lifespan Career Development and Counseling  | 2   | 779                         | Educational and Career Counseling   | 5                   |
| EDU PL      | 7572   | History of Colleges and Universities  | 3   | 927                         | History of Universities   | 3                   |
| EDU PL      | 7574   | Curriculum in Higher Education  | 3   | 941                         |   | 3                   |
| EDU PL      | 7401   | Psychological Perspectives on Teaching  | 3   | 803                         | Psychological Perspectives on Teachers,<br>Teaching, and Teacher Education  | 4                   |
| EDU PL      | 7404   | College Teaching  | 3   | 851                         |   | 3                   |
| EDU PL      | 7402   | Educational Psychology: Cognition, Learning, and<br>Instruction                               | 3   | 880                         |   | 4                   |
| EDU PL      | 8402   | Classroom Research on Student Motivation  | 3   | 944                         |   | 3                   |
| EDU PL      | 6621   | Introduction to Educational Evaluation  | 3   | 765                         |   | 3                   |
| EDU PL      | 6641   | Introduction to Educational Statistics  | 4   | 786                         | Introduction to Inquiry: Quantitative Methods   | 5                   |
| EDU PL      | 7631   | Applied Evaluation Design   | 3   | 836,<br>854,<br>837,<br>931 | Evaluation Methods: Principles of Needs<br>Assessment I, Evaluation Methods: Principles<br>and Techniques for the Evaluation of Teaching<br>and Teachers; Evaluation Methods: Principles<br>for the Evaluation of Professional Personnel in<br>Education; Applied Evaluation Design | 4,<br>3,<br>3,<br>3 |
| EDU PL      | 8895.6 | Seminars: Quantitative Research, Evaluation, and<br>Measurement                               | 2-5 | 925.6                       |   | 2-<br>5             |

**COUNSELOR EDUCATION REQUIRED COURSES**

|             |         |  |     |             |  |          |
|-------------|---------|--|-----|-------------|--|----------|
| EDU<br>PAES | 6189.01 | Practicum in School Counseling                     | 4   | 974,<br>978 | Supervised Practice in Individual Counseling:<br>Children; Supervised Field Experience   | 3,<br>3  |
| EDU<br>PAES | 6189.02 | Practicum in Clinical Mental Health Counseling     | 4   | 974,<br>978 | Supervised Practice in Individual Counseling:<br>Children; Supervised Field Experience   | 3,<br>3  |
| EDU<br>PAES | 6731    | Foundations of Professional Counseling             | 3   | 773         | Counseling Services and Techniques   | 3        |
| EDU<br>PAES | 6733    | Techniques of Individual Counseling                | 1   | 800.01      | Counseling: Practica in Basic Helping Steps:<br>Individual Counseling                    | 2        |
| EDU<br>PAES | 6734    | Assessment in Counseling                           | 3   | 767,<br>978 | Assessment in Counseling: Instrumentation;<br>Supervised Field Experience                | 3        |
| EDU<br>PAES | 6735    | Counseling Across the Lifespan                     | 2   |             |  |          |
| EDU<br>PAES | 6737    | Group Counseling                                   | 3   | 775         |  | 3        |
| EDU<br>PAES | 6738    | Techniques of Group Counseling                     | 1   | 800.02      | Counseling : Practica in Basic Helping Steps:<br>Group Counseling                        | 2        |
| EDU<br>PAES | 6739    | Legal and Ethics Issues in Counseling              | 2   | 926.06      | Doctoral Seminars: Legal, Professional, and<br>Ethical Issues in Counseling              | 3        |
| EDU<br>PAES | 6740    | Techniques for Counseling Children and Adolescents | 2   | 776         | Counselign Children  | 3        |
| EDU<br>PAES | 6831    | Professional School Counseling                     | 3   | 876         | Organization and Administration of Guidance<br>Services                                  | 3        |
| EDU<br>PAES | 6931    | Diagnosis of Mental and Emotional Disorders        | 3   | 926.01      | Doctoral Seminars: Advanced Interventions I:<br>Diagnosis and Intervention in Counseling | 3        |
| EDU<br>PAES | 7191.01 | Internship in School Counseling                    | 5   | 884.63      | Planned Field Experience: School Psychology  | 3-<br>15 |
| EDU<br>PAES | 7191.02 | Internship in Clinical Mental Health Counseling    | 5   | 884.34      | Planned Field Experience: Counselor Education  | 3-<br>15 |
| EDU<br>PAES | 7741    | Multicultural Issues in Counseling                 | 4   | 801.01      |  | 3        |
| EDU<br>PAES | 7742    | Addictions in Counseling                           | 2   | 928         | Substance Use and Abuse Counseling   | 3        |
| EDU<br>PAES | 7743    | Family and Couples Counseling                      | 2   | 927         | Family Counseling  | 3        |
| EDU<br>PAES | 7745    | Theories of Consultation                           | 1.5 |             |  |          |

**COUNSELOR EDUCATION OPTION COURSES**

|             |      |  |   |        |   |   |
|-------------|------|--|---|--------|---|---|
| EDU<br>PAES | 7832 | Current Issues in Professional School Counseling | 3 |        |   |   |
| EDU<br>PAES | 7932 | Psychopathology, Trauma and Crisis Counseling    | 3 | 926.02 | Doctoral Seminars: Advanced Interventions II:<br>Brief Approaches to Counseling | 3 |
| EDU         | 7933 | Wellness and Prevention Counseling               | 3 | 926.03 | Doctoral Seminars: Advanced Interventions III:                                  | 3 |



|             |         |  |     |        |  |   |
|-------------|---------|--|-----|--------|--|---|
| PAES        |         |  |     |        | Contemporary Systems Counseling                      |   |
| EDU<br>PAES | 7934    | Theories of Counseling and Supervision   | 1.5 | 926.07 | Doctoral Seminars: Theories of Counselor Supervision | 3 |
| EDU<br>PAES | 7935.34 | Advanced Assessment: Personality Testing | 4   | 768    | Assessment in Counseling: Interpretation             | 3 |

**CULTURAL FOUNDATIONS OF EDUCATION REQUIRED COURSE**

|        |      |                            |   |     |  |   |
|--------|------|----------------------------|---|-----|--|---|
| EDU PL | 7210 | Fundamentals of Curriculum | 3 | 860 |  | 3 |
|--------|------|----------------------------|---|-----|--|---|

**CULTURAL FOUNDATIONS OF EDUCATION OPTION COURSES**

|        |      |   |   |             |   |         |
|--------|------|---|---|-------------|---|---------|
| EDU PL | 7212 | Laboratory in Curriculum Development and Praxis for Educators | 3 | 868,<br>872 | Laboratory in Curriculum Development; Practicum in Curriculum, Instruction, | 3,<br>3 |
| EDU PL | 7213 | The Historical Basis of Curriculum Development                | 3 | 814         | Historical Bases of Curriculum Development                                  | 3       |
| EDU PL | 7220 | Cultural Studies in Education                                 | 3 | 822         |   | 3       |
| EDU PL | 7240 | Life History Interview Methods in Education                   | 3 |             |   |         |
| EDU PL | 8200 | Themes and Theories in Cultural Foundations                   | 3 | 905         | Cultural Foundations of Education   | 3       |
| EDU PL | 8206 | Theories of Instruction                                       | 3 | 869         | Instructional Theory  | 3       |

**EDUCATIONAL ADMINISTRATION REQUIRED COURSES**

|        |      |  |   |     |                |   |
|--------|------|--|---|-----|----------------|---|
| EDU PL | 6356 | Legal Aspects of School Administration     | 3 | 952 |                | 3 |
| EDU PL | 6366 | School Finance and Business Administration | 3 | 956 | School Finance | 3 |

**EDUCATIONAL POLICY REQUIRED COURSES**

|        |      |   |   |     |  |   |
|--------|------|---|---|-----|--|---|
| EDU PL | 7222 | History of Educational Policy                       | 3 | 722 | Studies in the History of Educational Policy | 3 |
| EDU PL | 7224 | Educational Policy Analysis in Contemporary Culture | 3 | 824 |  | 5 |

**EDUCATIONAL POLICY OPTION COURSES**

|        |      |  |   |     |  |         |
|--------|------|--|---|-----|--|---------|
| EDU PL | 8201 | Social Foundations of Education            | 3 | 906 |  | 3       |
| EDU PL | 8310 | Educational Change                         | 3 | 726 |  | 3-<br>5 |
| EDU PL | 8356 | Economic Viewpoints in Education           | 3 | 916 | Data Based Decision Making in Educational Administration | 3       |
| EDU PL | 8361 | Social and Political Contexts of Education | 3 | 961 | Doctoral Core III  | 4       |

**EDUCATIONAL TECHNOLOGY REQUIRED COURSES**

|        |      |                         |   |     |  |   |
|--------|------|-------------------------|---|-----|--|---|
| EDU PL | 5280 | Educational Videography | 3 | 680 |  | 4 |
|--------|------|-------------------------|---|-----|--|---|

|        |      |   |   |     |  |   |
|--------|------|---|---|-----|--|---|
| EDU PL | 5281 | Introduction to Developing Educational Websites | 3 | 681 |  | 4 |
| EDU PL | 6223 | Issues and Practices in Educational Technology  | 3 | 823 |  | 3 |

**EDUCATIONAL TECHNOLOGY OPTION COURSES**

|        |      |  |   |     |   |   |
|--------|------|--|---|-----|---|---|
| EDU PL | 6271 | Fundamentals of Computer Applications in Education and Training                              | 3 | 671 |   | 4 |
| EDU PL | 6273 | Improving Professional Practice of Teaching with Technology                                  | 3 | 673 | Improving Professional Practice of Teaching with Technology using Action Research | 4 |
| EDU PL | 6278 | Introduction to Instructional Design   | 3 | 678 | Introduction to Instructional Systems Development                                 | 3 |
| EDU PL | 6282 | Introduction to Teaching Online for K12 Educators  | 3 | 682 |   | 4 |
| EDU PL | 7277 | Educational Telecommunications   | 3 | 677 |   | 3 |
| EDU PL | 7278 | Formative Evaluation of Learning Technologies  | 3 | 778 | Formative Evaluation of Instructional Systems                                     | 3 |
| EDU PL | 7297 | Designing Multimedia for Instruction   | 3 | 897 |   | 4 |
| EDU PL | 7392 | Learning, Culture, and Technology  | 3 | 892 |   | 3 |
| EDU PL | 8216 | Contemporary Research and Issues in Teacher Thinking, Curriculum, and Educational Technology | 3 | 816 |   | 4 |
| EDU PL | 8253 | Women, Technology, and Education   | 3 | 853 |   | 3 |

**HIGHER EDUCATION AND STUDENT AFFAIRS REQUIRED COURSES**

|        |      |  |   |     |   |   |
|--------|------|--|---|-----|---|---|
| EDU PL | 7500 | Introduction to the Profession of Student Affairs      | 3 | 780 | Introduction to Student Affairs                             | 3 |
| EDU PL | 7510 | College Student Development I                          | 3 | 782 | Practice of College Student Development                     | 3 |
| EDU PL | 7512 | Interaction of Students and Environments               | 3 | 943 | Interaction of the Student and the Environment              | 3 |
| EDU PL | 7518 | Group Intervention in Higher Education                 | 3 | 888 | Group Interventions in Higher Education                     | 3 |
| EDU PL | 7530 | Practicum in Higher Education and Student Affairs      | 4 | 945 | Practicum in Higher Education                               | 5 |
| EDU PL | 7540 | Higher Education Institutions and Core Academic Issues | 3 | 842 | Administration of Academic Affairs in Higher Education      | 3 |
| EDU PL | 7545 | Case Studies in Higher Education Administration        | 3 | 858 |   | 3 |
| EDU PL | 8511 | College Student Development II                         | 3 | 954 | Theory and Practice Student Development in Higher Education | 3 |

**HIGHER EDUCATION AND STUDENT AFFAIRS OPTION COURSES**

|        |      |   |   |     |  |   |
|--------|------|---|---|-----|--|---|
| EDU PL | 7550 | Women in Higher Education                             | 3 | 839 |  | 3 |
| EDU PL | 7554 | Admission and Retention of College Students           | 3 | 910 | Admissions and Retention in Higher Education                 | 3 |
| EDU PL | 7556 | Psychological Types: Implications for Education       | 3 | 947 | The Theory of Psychological Types: Applications to Education | 3 |
| EDU PL | 7558 | Administration of Service-Learning Programs in Higher | 4 | 708 | Administering Service-Learning Programs                      | 3 |

| Education and Student Affairs |         |  |     |        |                              |     |
|-------------------------------|---------|--|-----|--------|------------------------------|-----|
| EDU PL                        | 7562    | The Community College                            | 3   | 815    |                              | 3   |
| EDU PL                        | 7564    | Finance of Higher Education                      | 3   | 820    | Financing Higher Education   | 3   |
| EDU PL                        | 7566    | Strategy & University Leadership                 | 3   | 914    |                              | 3   |
| EDU PL                        | 7568    | Higher Education and Public Policy               | 4   | 925.32 | Seminars: Higher Education   | 2-5 |
| EDU PL                        | 7569    | Higher Education Governance and Policy Analysis  | 3   |        |                              |     |
| EDU PL                        | 7570    | Internationalizing College and Universities      | 3   | 870    |                              | 3   |
| EDU PL                        | 7576    | Assessment in Higher Education                   | 3   |        |                              |     |
| EDU PL                        | 8552    | The Impact of College on Students                | 3   | 912    | Impactof College on Students | 3   |
| EDU PL                        | 8560    | Legal Aspects of Higher Education Administration | 3   | 840    |                              | 3   |
| EDU PL                        | 8895.32 | Seminars: Higher Education and Student Affairs   | 2-5 | 925.32 | Seminars: Higher Education   | 2-5 |

**PHILOSOPHY OF EDUCATION REQUIRED COURSES**

|        |      |   |   |             |  |      |
|--------|------|---|---|-------------|--|------|
| EDU PL | 6403 | Ethics and the Professional Context of Teaching | 3 | 609, 650.03 | Teaching as a Profession: General Student Body; Humanistic Foundations of Education: Applied Ethics for Teachers | 3, 3 |
| EDU PL | 7410 | Modern Trends in Philosophy of Education        | 3 | 702         | Modern Trends in Educational Philosophy  | 3    |

**PHILOSOPHY OF EDUCATION OPTION COURSES**

|        |      |  |   |     |  |   |
|--------|------|--|---|-----|--|---|
| EDU PL | 7411 | Sources of Progressive Thought   | 3 | 811 | Sources of Progressive Thought in American Education                     | 3 |
| EDU PL | 7413 | Professional Education   | 3 | 915 | Professional Development in Higher Education                             | 3 |
| EDU PL | 7414 | Examining Knowledge, Truth, and Objectivity: Philosophy of Science for Educational Researchers | 3 | 882 | Philosophy of Science and Educational Research: Issues and Controversies | 3 |
| EDU PL | 7415 | Philosophical Foundations of Educational Technology  | 3 |     |  |   |
| EDU PL | 8411 | Educational Philosophy of John Dewey   | 3 | 902 |  | 3 |

**EDUCATIONAL PSYCHOLOGY REQUIRED COURSE**

|        |      |  |   |        |  |   |
|--------|------|--|---|--------|--|---|
| EDU PL | 5401 | Adolescent Learning and Development in School Contexts | 3 | 607.07 | Adolescent Learning and Development in School Contexts: General Student Body | 3 |
|--------|------|--|---|--------|--|---|

**EDUCATIONAL PSYCHOLOGY OPTION COURSES**

|        |      |   |   |     |   |   |
|--------|------|---|---|-----|---|---|
| EDU PL | 7403 | Motivation in Learning and Teaching         | 3 | 901 |   | 3 |
| EDU PL | 7405 | Cooperative Learning: Research and Practice | 3 | 797 | Cooperative Learning for Teachers and Supervisors | 3 |

|        |      |   |   |     |  |   |
|--------|------|---|---|-----|--|---|
| EDU PL | 8401 | Research on Teachers' Knowledge and Beliefs | 3 | 919 |  | 3 |
| EDU PL | 8403 | Advanced Seminar in Educational Psychology  | 3 |     |  |   |

**QUANTITATIVE RESEARCH, MEASUREMENT, AND EVALUATION REQUIRED COURSE**

|        |      |   |   |     |  |   |
|--------|------|---|---|-----|--|---|
| EDU PL | 6661 | Introduction to Educational Measurement | 3 | 744 |  | 3 |
|--------|------|---|---|-----|--|---|

**QUANTITATIVE RESEARCH, MEASUREMENT, AND EVALUATION OPTION COURSES**

|        |      |  |   |          |  |      |
|--------|------|--|---|----------|--|------|
| EDU PL | 7627 | Sampling Designs and Survey Research Methods | 3 | 807      | Educational Survey Research Methods  | 3    |
| EDU PL | 7635 | Advanced Research Methods                    | 3 |          |  |      |
| EDU PL | 7643 | Categorical Data Analysis                    | 3 | 827      | Analyzing Categorical Data in Educational Research   | 3    |
| EDU PL | 7648 | Univariate Experimental Design               | 4 | 808, 809 | Experimental Design in Education I; Experimental Design in Education II                          | 5, 5 |
| EDU PL | 7651 | Regression Analysis                          | 4 | 881      | Applications of Regression Analysis to Educational Research                                      | 3    |
| EDU PL | 7661 | Instrument Construction                      | 3 | 796; 848 | Classroom Test Construction; Educational Inquiry Within the Affective Domain: Theory and Methods | 3, 4 |
| EDU PL | 7663 | Test Reliability and Validity                | 3 |          |  |      |
| EDU PL | 7667 | Authentic Assessment                         | 3 | 878      | Alternative Assessment for Student Learning  | 3    |
| EDU PL | 8648 | Multivariate Experimental Designs            | 4 | 810      | Experimental Design in Education III   | 5    |
| EDU PL | 8657 | Factor and Cluster Analysis                  | 3 |          |  |      |
| EDU PL | 8658 | Applied Multilevel Data Analysis             | 3 | 938      |  | 4    |
| EDU PL | 8659 | Structural Equation Modeling                 | 3 | 883      |  | 4    |
| EDU PL | 8674 | Scaling and Item Response Theory (IRT)       | 3 | 874      | Item Response Theory (Rasch Model) Techniques for Competency Testing                             | 3    |

**SPECIAL EDUCATION REQUIRED COURSES**

|          |      |   |   |          |  |      |
|----------|------|---|---|----------|--|------|
| EDU PAES | 5676 | Programming for Severe Physical Impairments   | 3 | 676      |  | 3    |
| EDU PAES | 5738 | Reading Instruction for Children with Disabilities or Severe Reading Deficits         | 3 | 738      |  | 5    |
| EDU PAES | 8832 | Advanced Applied Behavior Analysis  | 3 | 832, 742 | Planning and Implementing Instruction for Generalized Outcomes; Applied Behavior Analysis for Teachers | 3, 3 |
| EDU PAES | 8861 | Behavioral Research Methods in Applied Settings                                       | 3 | 871      |  | 5    |
| EDU PAES | 5769 | Delivering Effective Services to Enhance the Inclusion of Students with Special Needs | 3 | 769, 763 | Inclusion in Early Childhood Special Education   | 3, 3 |

**SPECIAL EDUCATION OPTION COURSES**

|             |      |  |     |             |   |         |
|-------------|------|--|-----|-------------|---|---------|
| EDU<br>PAES | 5737 | Methods of Instruction II for Students with Moderate/Intensive Disabilities with Practicum | 3   | 737         | Methods of Instruction II for Students with Moderate/Intensive Disabilities: Implementing and Evalua                                  | 3       |
| EDU<br>PAES | 5734 | Methods of Instruction for Elementary Children with Mild/Moderate Disabilities             | 3   | 734         | Methods of Instruction I for Students with Mild/Moderate Disabilities   | 3       |
| EDU<br>PAES | 5735 | Methods of Instruction for Secondary Students with Mild/Moderate Disabilities              | 3   | 735         | Methods of Instruction II for Students with Mild/Moderate Disabilities: Middle and Upper Grades                                       | 3       |
| EDU<br>PAES | 5736 | Methods of Instruction I for Students with Moderate/Intensive Disabilities                 | 3   | 736         | Methods of Instruction I for Students with Moderate/Intensive Disabilities: Planning for and Develop                                  | 3       |
| EDU<br>PAES | 5722 | Communication Skills for Children with Moderate/Intensive Disabilities                     | 3   | 722         | Commnication Skills for Children with Moderate/Intensive Needs  | 3       |
| EDU<br>PAES | 5743 | Educational Assessment of Students with Mild/Moderate Disabilities                         | 3   | 743         | Educational Assessment for Exceptional Learners   | 3       |
| EDU<br>PAES | 5760 | Educational Assessment in Early Childhood Special Education                                | 3   | 760         |   | 3       |
| EDU<br>PAES | 5761 | Educational Intervention for Young Children with Disabilities                              | 3   | 761         |   | 3       |
| EDU<br>PAES | 7830 | Urban Education & Precision Training   | 3   | 830,<br>925 | Strategies for Effective Individual Instruction   | 3       |
| EDU<br>PAES | 8833 | Emotional and Violent Behavior in Youth: Perspective, Practice, & Promise                  | 3   | 833,<br>925 | Advanced Studies in the Education and management of Students with Severe Behavior Disorders   | 3       |
| EDU<br>PAES | 8871 | Behaviorism: Schedules and Transitional Research   | 3   | 861         | Focus of Behavior Analysis in Education   | 3       |
| EDU<br>PAES | 8874 | Behavioral Research in Education   | 3   | 874,<br>875 | Behavioral Research in Education: Critical Analysis and Thematic Extensions; Behavioral Research in Education: Strategies and Tactics | 3,<br>3 |
| EDU<br>PAES | 8891 | Contemporary Issues in Special Education   | 3-9 | 890,<br>925 |   | 3       |
| EDU<br>PAES | 8922 | Topics in Early Childhood Special Education  | 3   | 925         |   |         |

**TEACHER EDUCATION POLICY AND LEADERSHIP REQUIRED COURSE**

|        |      |  |   |     |  |   |
|--------|------|--|---|-----|--|---|
| EDU PL | 8423 | Issues and Problems in Teacher Education | 3 | 932 | Trends Issues, and Problems in Teacher Education | 3 |
|--------|------|--|---|-----|--|---|

**TEACHER EDUCATION POLICY AND LEADERSHIP OPTION COURSES**

|        |      |   |   |     |   |   |
|--------|------|---|---|-----|---|---|
| EDU PL | 8424 | Field Experience and Clinical Practice in Teacher Education | 3 | 937 | Field Experiences and Clinical Practices in Teacher Education | 3 |
| EDU PL | 8421 | Inquiry in Teacher Education                                | 3 | 928 |   | 3 |

**WORKFORCE DEVELOPMENT REQUIRED COURSE**

|             |         |   |   |        |  |          |
|-------------|---------|---|---|--------|--|----------|
| EDU<br>PAES | 5189.01 | Clinical Experience: Classroom Observations | 2 | 628.01 |  | 3-<br>15 |
|-------------|---------|---|---|--------|--|----------|

**WORKFORCE DEVELOPMENT OPTION COURSES**

|             |         |  |   |                       |  |         |
|-------------|---------|--|---|-----------------------|--|---------|
| EDU<br>PAES | 5189.03 | Career and Technical Education Clinical Field Experience I                                 | 2 | 575.02<br>,<br>668.02 | Career and Technical Education Teacher<br>Licensure Clinics: Inservice I; Career and<br>Technical Education Teacher Licensure Clinic:<br>Clinic 2  | 2,<br>2 |
| EDU<br>PAES | 5189.04 | Career and Technical Education Clinical Field Experience<br>II                             | 2 | 575.03<br>;<br>668.03 | Career and Technical Education Teacher<br>Licensure Clinics: Inservice II; Career and<br>Technical Education Teacher Licensure Clinic:<br>Clinic 3 | 2,<br>2 |
| EDU<br>PAES | 5189.05 | Field Experience in FCS II: Teaching in an Urban Family<br>and Consumer Sciences Classroom | 3 | 689.01<br>,<br>689.03 | Field Experience in Elementary Physical<br>Education   | 3       |
| EDU<br>PAES | 5622    | Introduction to Software Applications for Teachers and<br>Trainers                         | 3 | 622,<br>623           | Business Technology Education I; Business<br>Technology Education II   | 3,<br>3 |
| EDU<br>PAES | 5623    | Advanced Software Applications for Teachers and Trainers                                   | 3 | 623,<br>632           | Business Technology Education II; Software<br>Applications for Business/Industry Teachers and<br>Trainers  | 3,<br>3 |
| EDU<br>PAES | 5624    | Foundations of Workforce Development and Education   | 3 | 624                   |  | 4       |
| EDU<br>PAES | 5633    | Instructional Strategies for Career based Intervention<br>Programs                         | 3 | 633,<br>650           | Instructional Strategies for Career Based<br>Intervention Programs; Introduction to<br>Exceptional Children  | 3       |
| EDU<br>PAES | 5646    | Teaching Methods for Business Education  | 3 | 665,<br>646           | Making Effective Technical-Skill Presentations;<br>Coordination of Cooperative Career and<br>Technical Education Programs                          | 4       |
| EDU<br>PAES | 5662    | Job and Task Analysis  | 3 | 662,<br>663           | Determining Instructional Content of Technical-<br>Skill Training Programs; Organizing Technical-<br>Skill Training Programs                       | 3,<br>3 |
| EDU<br>PAES | 5665    | Teaching Methods for Career and Technical Education  | 3 | 665,<br>655           | Making Effective Technical-Skill Presentations;<br>Class and Laboratory Organization and<br>management in Career and Technical Education           | 4,<br>3 |
| EDU<br>PAES | 5667    | Curriculum/Instruction and Assessment in Career and<br>Technical Education                 | 3 | 667,<br>675           | Essentials of Career and Technical Education<br>Curriculum and Instruction; Measuring Student<br>Outcomes in Career and Technical Education        | 3,<br>3 |
| EDU<br>PAES | 5668    | Career and Technical Education Capstone  | 1 | 575.06<br>,<br>668.06 | Career and Technical Education Teaching: In-<br>Service IV; Career and Technical Education<br>Teacher Licensure Clinic: Clinic 6                   | 1,<br>1 |
| EDU<br>PAES | 5672    | Lifelong Learning in the Adult Years   | 3 | 672                   | Adult Learning in Society  | 3       |
| EDU<br>PAES | 5677    | New Career and Technical Education Teacher Clinic  | 4 | 668.01                | Career and Technical Education Teacher<br>Licensure Clinic: Clinic 1   | 6       |
| EDU<br>PAES | 5701    | Fundamentals of Teaching Adults Online   | 3 | 701                   |  | 3       |

|             |         |   |    |          |  |      |
|-------------|---------|---|----|----------|--|------|
| EDU<br>PAES | 5741    | Culturally Responsive Teaching in Family and Consumer Sciences              | 3  | 742      |  |      |
| EDU<br>PAES | 5746    | Problem-Based Instruction in Family and Consumer Sciences                   | 4  | 746.03   |  |      |
| EDU<br>PAES | 5747    | Planning for Teaching and Learning in Family and Consumer Sciences          | 5  | 746.01   |  |      |
| EDU<br>PAES | 5784    | Student Teaching in Business Education                                      | 12 | 784      | Student Teaching in Technical Education and Training   | 12   |
| EDU<br>PAES | 5790    | Analyzing Student Work Samples in Family and Consumer Sciences              | 1  | 689.03   |  |      |
| EDU<br>PAES | 5791.02 | Facilitating Learning in Family and Consumer Sciences Classrooms Internship | 4  | 791.02   |  |      |
| EDU<br>PAES | 5791.03 | Professional Development of Teachers in Family and Consumer Sciences        | 4  | 791.03   |  |      |
| EDU<br>PAES | 7684    | Evaluation of Adult Education and Human Resource Development                | 3  | 648, 696 | Adult Literacy Education; International Perspectives on Workforce Development and Education      | 3, 3 |
| EDU<br>PAES | 7757    | Aspects of Human Resource Development                                       | 3  | 757, 811 | Aspects of Human Resource Development in Workforce Education; Occupational Analysis              | 3, 3 |
| EDU<br>PAES | 7817    | Developing Instruction for Business and Industry                            | 3  | 811, 817 | Occupational Analysis; Developing Instruction for Business and Industry                          | 3, 3 |
| EDU<br>PAES | 7935.4  | Program Planning in Adult Education   | 3  | 934, 935 | Organization and Administration of Adult Education Programs; Program Planning in Adult Education | 3, 3 |
| EDU<br>PAES | 5649S   | Teaching Adults in the Workplace  | 3  | 649S     | Theory and Practice of Teaching Adult Learners   | 3    |

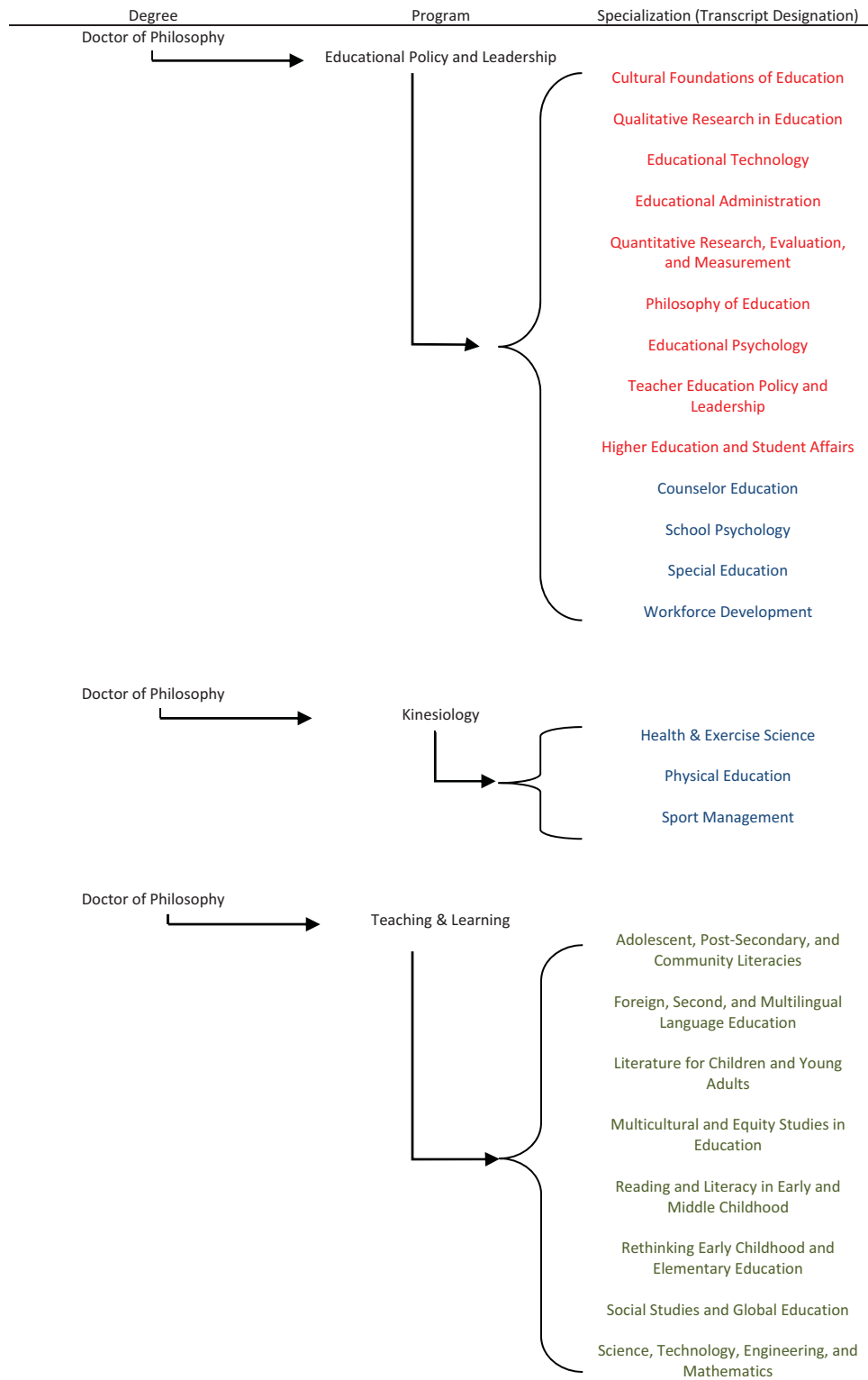
Education Graduate Programs Schematic

Doctor of Philosophy- Quarters

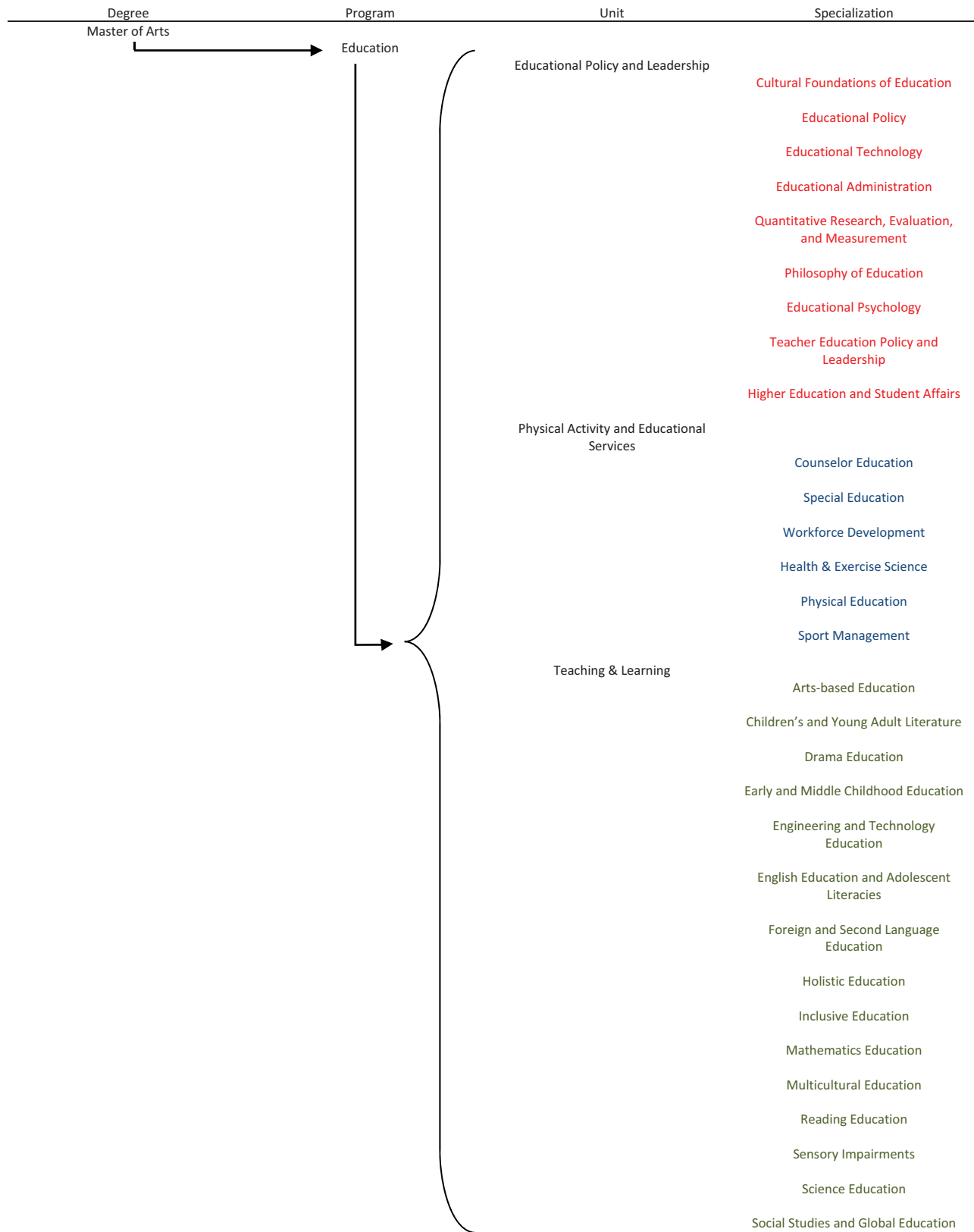




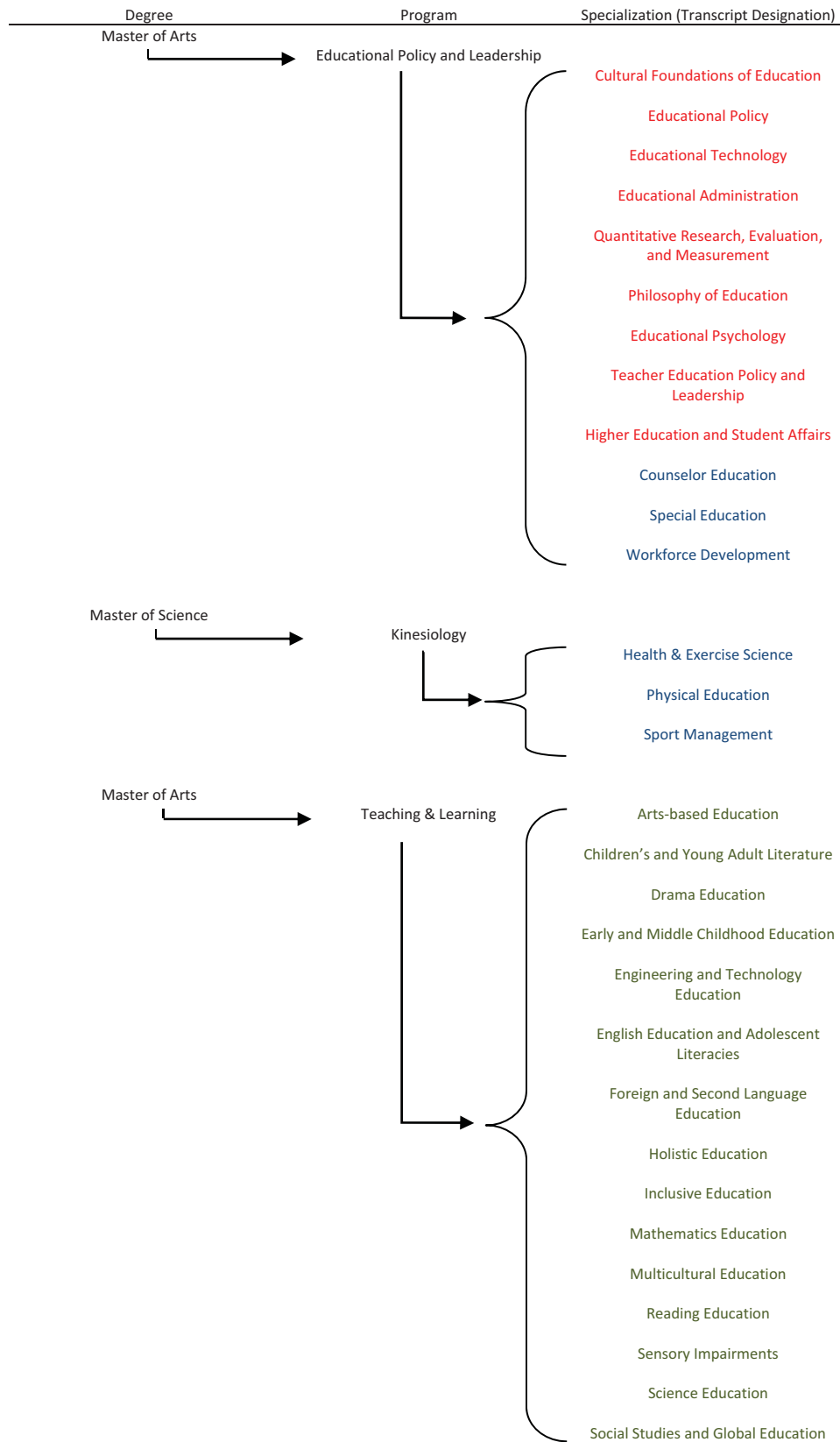
## Doctor of Philosophy- Proposed for Semesters



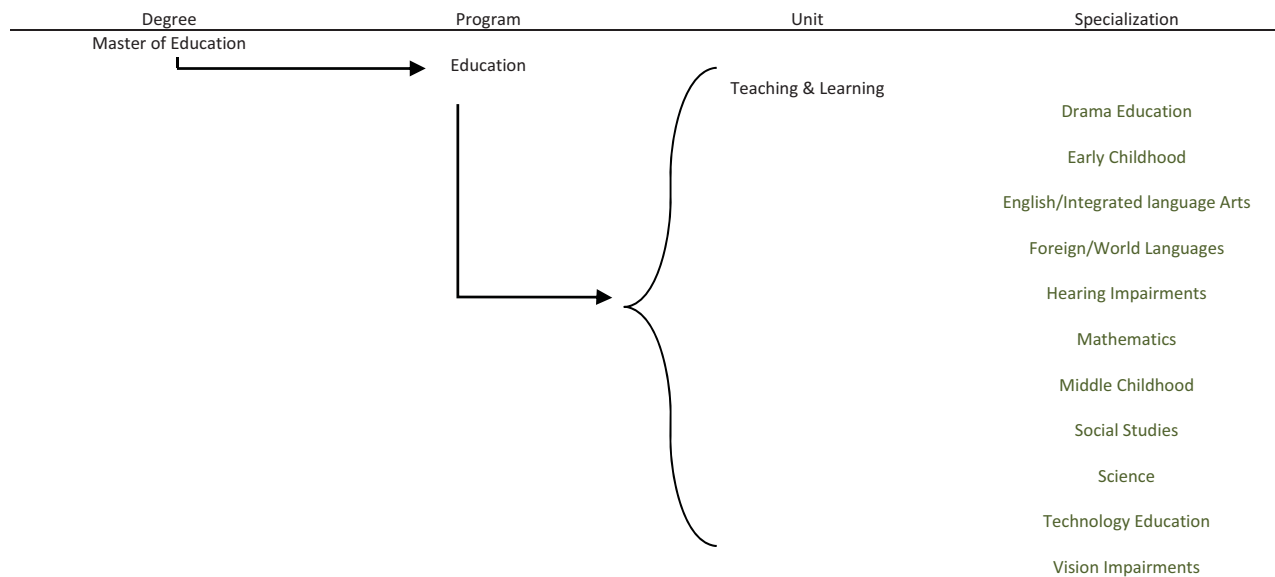
**Master of Arts- Quarters**



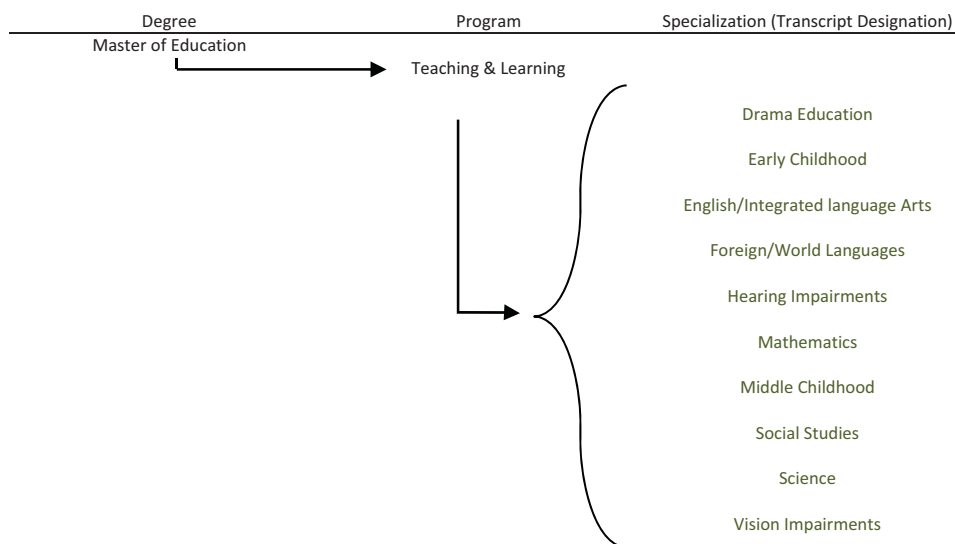
**Master of Arts/Science- Proposed for Semesters**



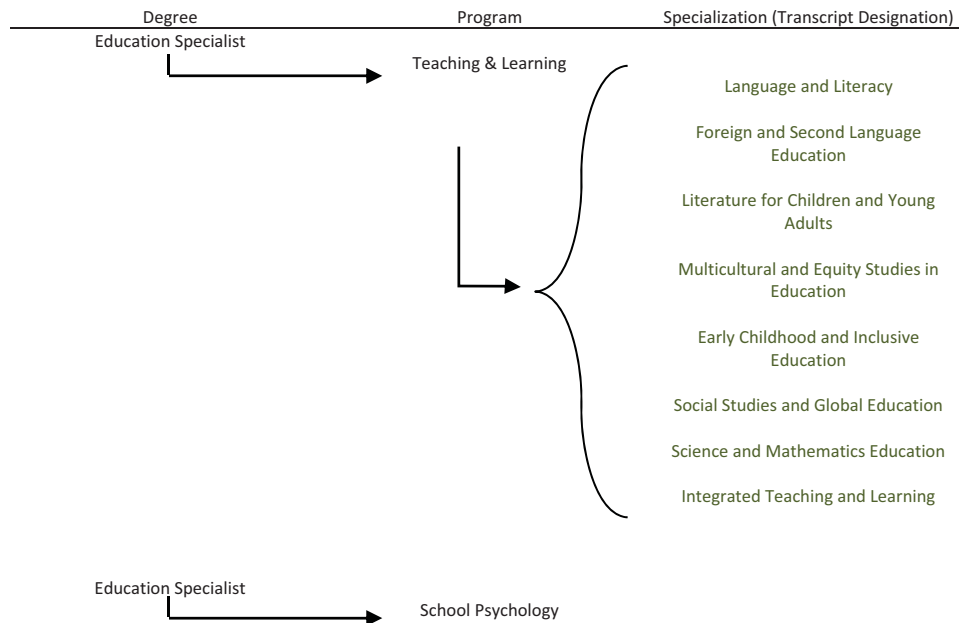
### Master of Education- Quarters



### Master of Education- Proposed for Semesters



### Education Specialist- Proposed for Semesters (no change)



### Doctor of Education- Proposed for Semesters (new)

